

**BOARD OF REGENTS FOR HIGHER EDUCATION
CONNECTICUT STATE COLLEGES AND UNIVERSITIES (CSCU)
AGENDA - REGULAR MEETING**

10:00 a.m., Thursday, December 13, 2018

System Office, Regents Boardroom, Ground Level, 61 Woodland Street, Hartford, CT

1. **Call to Order**
2. **Roll Call and Declaration of Quorum**
3. **Adoption of Agenda**
4. **Opportunity to Address the Board***
5. **Faculty Advisory Committee – *report to follow***
6. **Board of Regents Chair Matt Fleury**
7. **CSCU President Mark E. Ojakian**
8. **Approval of Previous Meeting Minutes**
 - A. [December 3, 2018](#)
 - B. [November 15, 2018](#)
 - C. [October 18, 2018](#)
9. **Consent Agenda**
 - A. **Discontinuations**
 - i. Basic Business Skills – Certificate – Three Rivers CC 1
 - ii. Substance Abuse – Certificate – Middlesex CC 3
 - iii. Juvenile Justice – Certificate - Middlesex CC 5
 - B. **New Programs**
 - i. Civic Engagement – Certificate – Tunxis CC 7
 - ii. Addiction Studies – MS – WCSU 9
 - iii. Supply Chain Logistics Management – MS – CCSU 12
 - iv. Athletic Training – BS/MS 3+2 – CCSU 15
 - v. Data Science – BS – SCSU 17
 - C. **Academic Program Review Schedule - 2018-2019 Academic Year** 19
 - D. **Credit Card Service Fees – CSCU** 21
10. **Academic & Student Affairs Committee – Merle Harris, Chair**
 - A. Welcome to CSCU Admissions Policy (new) 23
 - B. Academic Program Review Policy (low completers) (Amendment)..... 28

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minute's total, followed by up to 15 minutes total for the faculty, staff and public. The lists will available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

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11. **Audit Committee – Elease Wright, Chair** (*pending review by Committee at 12/11/18 meeting*)
 - A. **Information:** FY2018 Audits, Financial Statements and Reports to Management for 35
[Charter Oak State College](#)
[Connecticut State Universities](#)
[Connecticut Community Colleges](#)
 - B. **Information** - FY2018 University and College Foundations Annual Audit Reports 42
12. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
 - A. Naming of CCSU Social Sciences Hall: Ebenezer D.C. Bassett Social Sciences Hall 47
 - B. **Information** – Metrics for Administrative Consolidation Savings 63
 - C. **Information** – CSCU 10 Year Capital Plan 70
13. **HR & Administration Committee – Naomi Cohen, Chair**
 - A. Revision to course privilege benefits for Comm. College M/C Professional Employees 73
14. **Executive Committee – Matt Fleury, Chair***No Report/No Exhibit*
15. **Executive Session**
16. **Adjourn**

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minute's total, followed by up to 15 minutes total for the faculty, staff and public. The lists will available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Basic Business Skills (CIP Code 24.0102 / OHE# 14951) leading to a Certificate at Three Rivers Community College, with a two-year Phase Out period ending Fall 2020.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program in Basic Business Skills leading to a Certificate at Three Rivers Community College

BACKGROUNDSummary

There has been low enrollment of students in this program for five years and few completions during that period, and no new students will be admitted. The new TAP degree in Business Administration and the creation of non-transfer degrees in Business Administration and Accounting will fulfill students' interest in this field.

Phase-Out/Teach-Out Strategy

The two currently enrolled students will be afforded the option of changing their program of study or continuing in the referenced program through the phase-out period ending Fall 2020; since all required courses will still be offered.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve the discontinuation of this program.

11/26/2018 – BOR Academic & Student Affairs Committee
12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Substance Abuse (CIP Code: 51.1501 / OHE # 12664) leading to a Certificate at Middlesex Community College, with a one-year Phase Out period ending Fall 2019.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program in Substance Abuse leading to a Certificate at Middlesex Community College

BACKGROUNDSummary

There has been low enrollment of students in this program for seven years and few completions during that period, and no new students will be admitted.

Phase-Out/Teach-Out Strategy

The three currently enrolled students will be the option of completing the program as specified in the college catalog or changing their program of study. Course substitutions, independent study and/or referrals to other CSCU campuses to take any remaining courses are alternatives open to these students. Once the program is removed from the catalog, advisors will be notified to inform students of related degree programs and courses in Human Services or Social Work. It is anticipated that the program will be terminated in Fall 2019.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

11/26/2018 – BOR Academic & Student Affairs Committee

12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Juvenile Justice (CIP Code: 51.1502 / OHE # 11948) leading to a Certificate at Middlesex Community College, with a one-year Phase Out period ending Fall 2019.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program in Juvenile Justice leading to a Certificate at Middlesex Community College

BACKGROUNDSummary

There has been low enrollment of students in this program for seven years and few completions during that period, and no new students will be admitted.

Phase-Out/Teach-Out Strategy

The one currently enrolled students will have the option of completing the program as specified in the college catalog or changing his/her program of study. Course substitutions, independent study and/or referrals to other CSCU campuses to take any remaining courses are alternatives open to this student. Once the program is removed from the catalog, advisors will be notified to inform students of related degree programs and courses in Human Services or Social Work. It is anticipated that the program will be terminated in Fall 2019.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

11/26/2018 – BOR Academic & Student Affairs Committee

12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Civic Engagement program (CIP Code: 33.0101) leading to a Certificate, requiring 18 course credits delivered via on ground and online modalities, at Tunxis Community College. Students pursuing a Certificate in Civic Engagement must be actively enrolled in a TAP program. The effective date of the Civic Engagement Certificate program is Fall 2019.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Licensure and accreditation of a new Civic Engagement program leading to a Certificate at Tunxis Community College

BACKGROUNDSummary

The proposed program is a multi-disciplinary curricular initiative of Tunxis' Civic Engagement Institute whose mission is to integrate civic engagement into the campus's curriculum, advance its becoming a civilly engaged institution. These goals are consistent with the institution's mission statement as well as its vision of being a vibrant educational and cultural center responsive to current and emerging student and community needs.

Rationale

A required semester-long internship will afford students the opportunity to gain "real world" experiences as they become acquainted with community needs and learn to communicate effectively and powerfully, make sound decision and effect changes in their communities. The certificate will be paired with the Associate degree of the student's choice, providing a marketable distinction as they further their education or enter the labor market. Pursuit of the proposed certificate will have a positive impact upon the students' persistence in college. Research has demonstrated that college students who participate in civic engagement learning activities not only earn higher grade point averages, but also have higher retention rates and are more likely to complete their college degree.

Resources

Minimal costs will be required to implement the proposed new program. The program will utilize existing courses and resources including faculty and volunteers. Projected revenue will exceed projected expenditures by more than \$200,000 over the course of the first three years.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

11/26/2018 – BOR Academic & Student Affairs Committee
12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of an Addiction Studies: Evidence-Based Assessment and Treatment program (CIP Code: 42.2899) leading to a Master of Science degree, requiring 38 course credits delivered via a hybrid modality of on-ground and online offerings, at Western Connecticut State University.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Licensure of a new program leading to Master of Science degree in Addiction Studies: Evidence-Based Assessment and Treatment at Western Connecticut State University

BACKGROUNDSummary

Like most area of the nation, Connecticut is in the grip of a devastating opioid crisis. “Opioid addiction and prescription drug misuse is a disease that is impacting nearly every community and people of every background.” As noted further by Governor Malloy, “Children and young adults battling substance use need sustained services for recovery to take hold because all the evidence shows relapses are common.” There is an urgent need for more and better-trained clinicians and therapists to provide leadership in the field of substance use disorders treatment. Graduates will be prepared for certification as a **Licensed Alcohol and Drug Counselor (LADC)**. The LADC in Connecticut requires a Master’s degree in a Behavioral Science, as well as supervised experience in the field. After completion of the degree requirements which includes 300 hours of practical training, student would only need two years of supervised work experience to qualify for the LADC.

The website *Careers in Psychology* forecasts: “While the average rate of growth for employment in other fields is 11%, the increase in employment for Substance Abuse Counselors is 22% - one of the highest projected growth increases of any occupation listed in the *U.S. Occupational Outlook Handbook*. The median salary for substance abuse and behavioral disorders counselors was \$41,070 in 2016, according to the U.S. Bureau of Labor Statistics (BLS). Connecticut has the highest concentration of jobs and location quotients in this occupation in the nation - 2,600 jobs with an average mean wage of \$48,660.

Rationale

The proposed program will enable WCSU undergraduates in the Psychology major (300-350 students) to move seamlessly into a graduate program that will prepare them for leadership roles in the rapidly growing area of substance use disorders treatment. The program would also benefit adults already working in the addiction field who hold a Bachelor’s Degree in Psychology or associated fields and wish to upgrade their skills to assume greater responsibility in their careers. Graduates can begin their careers with a higher earned income in a more complex job with a more diverse and advanced skillset. A survey of Psychology undergraduates revealed that 60% are very interested (49%) or interested (11%) in enrolling in the proposed program; and 59% are very likely (38%) or somewhat likely (21%) to enroll in this program after graduating with a B.A. degree.

Resources

A new full-time specialist in addition studies would be added to the faculty and new creative instructional practices to permit synchronous and asynchronous learning would have to be developed. Additionally, resources would be needed for internship placement sites, to be developed, and reassigned time for a program coordinator. It is anticipated that the program’s revenue would exceed its expenditure during its second year and accelerate thereafter.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

11/26/2018 – BOR Academic & Student Affairs Committee

12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Supply Chain Logistics Management program (CIP Code: 52.1301) leading to a Master of Science degree, requiring 33 course credits delivered via an online or hybrid modality, at Central Connecticut State University

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Licensure and accreditation of a new Supply Chain Logistics Management program leading to a Master of Science degree at Central Connecticut State University

BACKGROUNDSummary

Employers seeking to hire personnel in logistics operations have indicated a preference for students with one or more professional certifications. The proposed program, built upon existing courses and existing faculty resources and expertise, will prepare its graduate to receive five distinct industry-recognized certifications upon graduation or during various stages of their career. The program's curricular focus will include strategic supply management and logistics, global sourcing, partnerships, demand and inventory management, data analysis, tracking logistics issues, global information and processes across organizations (retailers, warehouses, distribution centers, and manufacturing plants).

Rationale

Connecticut is home to several major original equipment manufacturers and their supply chains consist of hundreds of small and medium manufacturers. In the coming years, there will be a dramatic increase in production at these major manufacturers. Additionally, the changing landscape of the state's business and industry has brought about a greater need for trained professionals in the field of Supply Chain and Logistics Management. The Bureau of Labor Statistics forecasts two percent annual growth in supply chain and logistics employment in the entire United States through 2024.

Resources

The proposed program has been designed to be extremely cost effective, utilizing existing resources. All courses are currently offered in the department and other key resources are already in place. Projected revenue is expected to exceed projected expenditures during each year in the program's first three years.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

11/26/2018 – BOR Academic & Student Affairs Committee
12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of an Athletic Training program (CIP Code: 51.0913) leading to both a Bachelor of Science degree and a Master of Science degree, requiring 162 course credits delivered via an on ground modality, at Central Connecticut State University

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Licensure and accreditation of a new Athletic Training program leading to both a Bachelor of Science degree and a Master of Science degree at Central Connecticut State University

BACKGROUND**Summary**

The proposed program will meet new requirements by the accreditation body in alliance with related professional associations that mandate a master's degree with two years of clinical experience at the graduate level to become a Certified Athletic Trainer.

Rationale

The state of CT has one of the highest employment rates in the field of Athletic Training. Changes in legislation and in accreditation standards will broaden the future employment opportunities for the Certified Athletic Trainer beyond what is considered the "traditional" settings in high school and intercollegiate athletics. These "non-traditional settings include hospitals, wellness centers, health centers, tactical units (police, fire, military) and the performing arts.

CCSU is well positioned to transition its Bachelor's program into a 3+2 BS/MS model. It has been educating students to pursue the profession of Athletic Training since 1966. The program received initial accreditation in 2000. Since the program's founding, more than 300 individuals - undergraduate, graduate, and internship students have contributed to the overall achievements of the program and have become successful health care providers.

Resources

All resources (personnel, facilities and equipment) to transition from a BS to a BS/MS program are in place. Costs of additional library resources, course development and staff support are minimal. Projected revenue will exceed projected expenditures during each year of the program's first three years.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

11/26/2018 – BOR Academic & Student Affairs Committee
12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Data Science program (CIP Code: 27.0304) leading to a Bachelor of Science degree, requiring 120 course credits delivered via an on ground modality, at Southern Connecticut State University

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Licensure and accreditation of a new Data Science program leading to a Bachelor of Science degree at Southern Connecticut State University

BACKGROUNDSummary

The proposed program is an interdisciplinary effort between the institution's Mathematics and Computer Science departments, with a curriculum based upon best practices identified through the study of exemplar programs – "Data Science for Undergraduates: Opportunities and Options" by the National Academies of Science.

Rationale

The proposed program is the first step in the institution's plan to establish a comprehensive program in Data Science. Subsequently, SCSU intends to propose the establishment of a Master of Science degree program and a 4 + 1 MS/BS degree program. The impetus for the proposed program comes from the skyrocketing demand for graduates with deep analytic skills and the ability to work with "big data", evidenced by market research, Bureau of Labor Statistics, on-line research on open related positions in the state and the region, and the referenced study of exemplar programs.

Resources

Using a conservative enrollment model, SCSU projects a modest and attainable enrollment over the course of the first three years of the proposed program. Estimated expenditures during this period are minimum and have been reviewed by university administrators and deemed to be appropriate.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

11/26/2018 – BOR Academic & Student Affairs Committee
12/13/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Scheduling of Academic Program Review

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education ratify the schedule for Academic Program Review at the C SCU institutions for the 2018-19 academic year; to be conducted in compliance with the Board's Academic Program Review Policy, notwithstanding the listings under "Means of Review" contained in the Staff Report.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Academic Program Review Schedule for 2018-19

BACKGROUND

The Board of Regents Academic Program Review Policy was established by a Board resolution on August 21, 2014. This Policy established a process wherein the System's Provost and Senior Vice President for Academic and Student Affairs will confer with the institutions' Presidents and Chief Academic Officers to inventory a schedule of academic programs to be reviewed over the course of the academic year. Subsequently, a consolidated schedule is to be presented to the Board's Academic and Student Affairs Committee for its consideration. Upon the Committee's approval, the schedule is to be presented to the Board for its ratification.

PROCESS

Per the guidelines approved by the Board, the System's Provost and the institutions' Chief Academic Officers have collaboratively set a schedule for Academic Program Reviews for the 2018-19 academic year that is attached. For the 2018-19 academic year, a total of 126 academic programs or other programmatic offerings have been scheduled for review.

Annually, the summative results from the individual academic program reviews will be presented to the Board of Regents at a September or October meeting. If warranted, the Board will take appropriate action regarding a specific review or institutional processing, which may include further study.

RECOMMENDATION

The System's Provost and Senior Vice President for Academic and Students Affairs recommends that the Board of Regents ratify the CSCU institutional schedules of academic program review for the 2018-19 academic year.

11/26/2018 – BOR Academic & Student Affairs Committee

12/13/2018 – Board of Regents

RESOLUTION
concerning
CSU – Credit Card Service Fees

December 13, 2018

- WHEREAS, The Board of Regents for the Connecticut State Colleges & Universities (CSCU) under its statutory authority – CGS 10a-99 – reviews and establishes tuition and fees for such purposes as the Board of Regents deems necessary, and
- WHEREAS, On March 9, 2018 the Board approved the fee structure for CSCU institutions, including what is referred to as “Tier II” Fees. Tier II Fees cover items that are assessed to students on a usage basis and are not necessarily applicable to all students, and
- WHEREAS, Among the Tier II Fees approved for the CSUs is one associated with credit card service fees, assessed by the service provider TouchNet, to process credit cards for our universities, and
- WHEREAS, The requested fees previously approved by the Board was at a specific percentage of 2.75%,
- WHEREAS, The service provider, TouchNet, recently increased the fee to 2.85% which is allowable under our contract, therefore be it
- RESOLVED, That due to the complexity of changing the billing infrastructure, a fee modification is approved for the CSUs to be implemented immediately to accommodate the new credit card service fees, and further
- RESOLVED, The Tier II Fees schedule line item associated with the credit card convenience fees is asterisked to indicate that changes in the percentage are permitted in accordance with the contract with the service provider.

A True Copy:

Erin A. Fitzgerald, Secretary
Board of Regents of Higher Education

ITEM

CSU – Credit Card Service Fees

BACKGROUND

On March 9, 2018 the Board approved the fee structure for CSU institutions, including what is referred to as “Tier II” Fees. Tier II Fees cover items that are assessed to students on a usage basis and are not necessarily applicable to all students.

Among the Tier II Fees approved for the CSUs is one associated with credit card service fees. These are the costs assessed by the service provider, TouchNet, to process credit cards for our universities. The CSUs have historically passed this cost on to the student as a usage fee as not all students use credit cards to pay for the cost of education.

The CCCs have historically elected to cover this cost on behalf of their students, and we have infrastructures established at the CCCs to pay the fees.

Similarly, the CSUs have an infrastructure that automatically assesses the service fee to the student.

ANALYSIS

The requested fees approved by the Board was at a specific percentage: 2.75%. TouchNet recently increased the fee to 2.85% which, although is allowable under our contract, was unexpected. Due to the complexity of changing the billing infrastructure, we are requesting a fee modification for the CSUs to be implemented immediately to accommodate the new credit card service fees.

Further, we are requesting that the Tier II Fees schedule line item associated with the credit card service fees is asterisked to indicate that changes in the percentage are permitted in accordance with the contract with the service provider.

RECOMMENDATION

Approve a change to the CSU’s Tier II Fee schedule to reflect the current rate (2.85%) charged by the service provider, and a notation allowing for rate changes in accordance with contractually permissible rate adjustments.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Adoption of a “Welcome to CSCU” Admissions Policy

- WHEREAS,** Southern Connecticut State University established a joint enrollment and student success partnership with Housatonic Community College in 2016 and added Gateway Community College in 2017; and
- WHEREAS,** The Board of Regents has determined that the other universities and community colleges within the Connecticut State Colleges and Universities System should be afforded the opportunity to replicate the joint admissions initiative known as “A to B in CT”; therefore, be it
- RESOLVED,** That the Board of Regents adopts the “Welcome to CSCU” Admissions Policy as a collaboration between CSCU Colleges and Universities for student success, in accordance with the provisions of the “Welcome to CSCU” Policy Statement; and be it further
- RESOLVED,** That the other universities and colleges of the CSCU System are free to maintain any pre-existing joint enrollment initiatives or to enter into an “A to B in CT” partnership, per their determination as to what is best for the students of their region.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

“Welcome to CSCU” Admissions Policy

BACKGROUND

Fundamental to the viability and the sustainability of institutions of higher education is the enrollment of students.

One of the most attractive features of higher education in the nation is the flexibility it provides through the number and diversity of institutional types it encompasses. More than 4,500 institutions comprise higher education in the United States. Higher education in the U.S. is incredibly diverse – there are public institutions and private, very large and very small, situated in urban, suburban and rural settings, secular and religiously affiliated. The academic offerings of U.S. colleges and universities are also enormous and comprehensive in their totality.

Given the variety of higher educational options, students are likely to find the right “fit” for their academic, financial and personal needs. Since, college selection is a two-way proposition; college enrollment is very competitive, now and more so in the near future. College enrollment has declined for seven consecutive years; and enrollment is projected to continue declining or be stagnant for the next two decades, due in large part to falling birth rates.

The Connecticut State Colleges and Universities System consists of public institutions - four regional universities, an online college and twelve community colleges. The universities and online college employ selective admission criteria in admitting students. The community colleges utilize an open admissions policy that means that anyone with a high school diploma or its equivalent may attend.

RATIONALE

Students who apply for admission to a Connecticut State University exhibit an expectation or a hope that they have found their “fit”. However, some of these students do not meet the institution’s admission standards; but would benefit from acquiring higher education.

In 2016, to expand its marketing and student recruitment strategies, Southern Connecticut State University established an enrollment and student success partnership with Housatonic Community College. This partnership invited those students not admitted to Southern to enroll at Housatonic where they would complete an Associate degree, then seamlessly transfer to Southern to pursue a Bachelor’s degree. This partnership also ensured participating students would receive targeted supportive services from both institutions from day one, including academic advising from Southern. This partnership known as “A to B in CT” was expanded to include Gateway Community College in 2017.

The proposed policy affords students denied admission to a CSCU university the opportunity to enroll at a CSCU community college of their choice – a path to earn an Associate degree and subsequently a Bachelor’s degree at the CSCU university of their choice. The proposal allows for supportive services by the two institutions to be implemented for participating students when is logistically practical. Moreover, the proposed policy allows the CSCU universities and colleges to determine whether

existing or alternative partnerships outside of the “A to B in CT” model are more feasible for their campus and suit their regional needs.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the CSCU Council of Presidents that the Board of Regents adopts the “Welcome to CSCU” Admissions Policy.

12/03/2018 – Academic & Student Affairs Committee

12/13/2018 – Board of Regents

“Welcome to CSCU” Admissions Policy
A Collaboration Between CSCU Colleges and Universities for Student Success

Purpose:

The purpose of the “Welcome to CSCU” Admissions Policy is to enroll students who applied to but were not admitted to one of the four universities in the CSCU system. These students who are denied undergraduate admission to any of the four universities will be invited to enroll in a CSCU community college, complete a CSCU Transfer Ticket, and then transfer to a CSCU university to complete a Bachelor’s degree.

History and Goal:

Southern Connecticut State University and Housatonic Community College established this enrollment and student success partnership in 2016. Gateway Community College was added to the partnership in 2017. This partnership (known as A to B in CT, see more detail below) includes two key components:

1. Inviting students who are not admitted to SCSU the opportunity to enroll at HCC or GCC, complete their Associate’s degree, and then transfer to SCSU for their Bachelor’s degree
2. Ensuring that participating students receive targeted support from SCSU and the community college from day one, including academic advising from SCSU

The goal of the “Welcome to CSCU” Admissions Policy is to establish the first key component across the CSCU system at every university and college: That all students who are denied admission to a CSCU university will automatically be offered the opportunity to enroll in a CSCU community college and provided information about Transfer Tickets, associate degrees that place students on the right path to seamless transfer into Bachelor’s degrees at all four CSUs and Charter Oak.

The policy also allows the second key component to be established between participating partner universities and colleges in the CSCU system when it is logistically practical for the two institutions to establish such a partnership. In these partnerships, students receive targeted support and advising from the university they wish to eventually attend.

System-wide Enrollment Process:

When any student is denied undergraduate admission to a CSCU university, the denial letter they receive will include standard language detailing the opportunity to enroll at a CSCU community college, complete a CSCU Transfer Ticket, and then enroll at the university for their Bachelor’s degree. A web link designed for this process (or similar functionality) will be established by the CSCU system office.

In a timely and periodic manner, at least biweekly when new data is available, each CSCU university will also generate a list (containing only directory information) of all students who have been denied undergraduate admission. These lists will be submitted electronically through the CSCU system office so students can be contacted regarding this enrollment opportunity.

A to B in CT Partnerships (Supplemental Process):

CSCU universities and colleges that agree to engage in a more meaningful model of partnership that provides targeted support from the university and the college from day one may participate in the A to B in CT program.

Participating partners must agree to:

- Use an established Banner Student Information System code to designate the student as an A to B in CT participant
- Notify A to B in CT students of their university advisor and their college advisor
- Monitor A to B in CT students and provide periodic scheduled advising and student supports as appropriate
- Provide opportunities for A to B in CT students to participate in select university activities and/or utilize select university services
- Encourage A to B in CT students to complete their Associate's degree at the college and then transfer to the university for their Bachelor's degree

CSCU universities and colleges partnering to participate in the A to B in CT program will be supported by the system, including:

- Annual reports created and/or supported by the CSCU Office of Research and System Effectiveness, indicating the number (and demographics) of students who participate, persist, and graduate in the A to B in CT program at various partner institutions
- Marketing and other logistics considerations as appropriate to encourage the growth of the A to B in CT program

Other Partnerships (Supplemental Process)

CSCU universities and colleges may determine that existing or alternative partnerships outside of the A to B in CT program parameters are more feasible for their campus and suit their regional needs.

Students benefitting from these non-A to B in CT partnerships will not be coded in the Banner Student Information System as A to B in CT students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Amendment

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education amend its Academic Program Review Policy to mandate one of four optional institutional recommendations for the Board's action regarding an academic program's review; wherein the three-year average number of credentials awarded meet the definition of Low Completer, as defined and procedurally outlined in the document - Academic Program/Low Completer Review Process.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Amendment of Academic Program Review Policy – Low Completer

BACKGROUND

The Board's Academic Program Review Policy mandates that all academic programs undergo a "comprehensive review" on a periodic basis – at least once every seven years; and established a process wherein the Board would monitor the institutional review procedures. However, the Policy does not quantify productivity of academic programs; thus, allowing diverse determinations by the individual institutions in the Connecticut State Colleges and Universities System.

This policy amendment is proposed for the expressed purpose of facilitating a process to conduct reviews of low producing academic programs in terms of the program's productivity over a three-year period; as defined in the Policy Statement, Academic Program Review – Low Completers. The assessment analysis and outcomes that result will contribute to making higher education more efficient, sustainable, and valuable to the state of Connecticut and its citizenry.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents adopts the referenced policy amendment.

11/26/2018 – BOR Academic & Student Affairs Committee
12/13/2018 – Board of Regents

Connecticut Board of Regents for Higher Education

Academic Program/Low Completer Review Process

Proposal

Amend Academic Program Review Policy

History

The Board of Regents established the Academic Program Review Policy on August 21, 2014 declaring academic program review to be integral to academic planning and assessment efforts at the institutional level. The Board considers APR to be a means of ensuring continuous quality improvement of academic programs and an informative instrument to facilitate dialogue among the Regents, System administrators and institutional administrators. Key elements of such discussions include reflections on educational practices and the review of academic programs within the totality of academic offerings at the institutional level.

Purpose

State statutes empower the Board of Regents (BOR) to grant accreditations to the institutions of the Connecticut State Colleges and Universities (CSCU) System and their academic programs; therein authorizing them to operate and confer higher educational credentials (Connecticut General Statutes, Sections 10a-143, 10a-87 and 10a-72). Degrees are conferred by the BOR in their capacity as the board of trustees of the specific constituent unit.

Among the BOR's responsibilities is assuring the public about the educational quality and effectiveness of the credential-granting institutions it governs. NECHE standard 3.15, however, notes, "The [accredited] institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs,..." Therefore, when the BOR questions the efficacy of a program the faculty and academic dean/provost at that institution shall be encouraged to offer data and documentation supporting the retention of the program if they believe maintaining the program is in the best interests of their students and their community.

The BOR's Academic Program Review (APR) Policy is its chief instrument for quality assurance - the principal, catalytic mechanism for assessing program quality and effectiveness, and providing information for the continuous quality improvement of teaching and learning. In determining program viability, the BOR relies heavily upon the CSCU institutions to employ APR as a tool for quality control. Within that control is a forthright self-study, which specifically includes an examination of the degree to which an academic program actually confers the credential(s) for which it was established.

This policy amendment is enacted to facilitate a process to conduct reviews of low producing academic programs in terms of the program's productivity over a three-year period – see Definition below. This aspect of program review is also applicable to considerations regarding

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the duplication of existing programs as an evaluative tool to determine a program's viability and continuation. The assessment analysis, and outcomes that result will contribute to making higher education more efficient, sustainable, and valuable to the state of Connecticut and its citizenry.

Definition

An academic program is to be examined as a **Low Completer** if it has, at the point of its periodic reporting to the BOR, a three-year average fewer than the following number of credentials conferred:

<u>Credential</u>	<u>Productivity Level</u>
Undergraduate Certificate	12 (avg. 4 per year)
Associate Degree	24 (avg. 8 per year)
Bachelor's Degree / Post-Bachelor's / Graduate Certificate	30 (avg. 10 per year)
Masters' Degree / Post-Masters	15 (avg. 5 per year)
Doctoral	3 (avg. 1 per year)

In the interest of uniformity, all programs at all institutions will be subject to these guidelines. This includes programs granted some type of maintenance provision (temporary, conditional or unconditional) in the most recent review.

Preliminary Screening

The System's Office of Research & System Effectiveness (ORSE) will provide each CSCU institution with a roster of academic programs that appear to meet the **Low Completer** definition. ORSE will compile data from the federal Integrated Postsecondary Education Data System (IPEDS) reporting for the 2014-15, 2015-16 and 2016-17 academic years. Hence, the institutions will be afforded the opportunity to *examine programs that meet the low completer designation*, adding completions data for the 2017-18 academic year. Consequently, the institutions must decide upon a course of action outlined below in the Process.

Recommendations resulting from the preliminary screening are to be presented to the Board of Regents for its consideration via the System Office of the Provost and Senior Vice President for Academic and Student Affairs.

In subsequent years, the examination of **Low Completer** programs becomes an element of the annual academic program review process. The APR Policy requires "all academic programs to undergo a comprehensive review" and states that "at a minimum, each degree and certificate granting program is subject to review at least once every seven-years." An APR formal report, per the CSCU institution's format/structure, is due to the institution's chief academic officer or his/her designee by June of the program's reporting year. The institution's synopsis of all the formal reports submitted that reporting year is due to the System Office of the Provost in August. In that synopsis – the End-of-Year Report (APR Form 2) – those academic programs meeting the

Low Completer definition must be identified in column (d), with one of the four recommending actions stipulated below:

Process

The reporting academic program deemed a **Low Completer** in consultation with the institution's chief academic officer must recommend one of the following actions to the BOR at designated periods of time:

1. Program Termination
2. Program Suspension
3. Program Consolidation
4. Program Continuation

Termination

Community College and Charter Oak State College program officials, with the explicit approval of the institution, submits an *Application for Discontinuation of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy. State University officials shall follow the process set forth in the CSU-AAUP BOR Collective Bargaining Agreement.¹

Suspension

Program officials, with the explicit approval of the institution, submits an *Application for Suspension of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy, as well as a projected reinstatement or termination date.

Consolidation

Program officials, with the explicit approval of the institution, submits a rationale for program consolidation that address each of the following issues:

- A brief description of what the consolidation would entail and a plan for implementation, including program modality and any curricular adjustments;
- Reasons why a consolidated program would succeed as compared to previous arrangements;
- Anticipated fiscal impact and opportunities for reinvestment, with consolidation;
- All relevant issues identified in the program's formal APR report

¹ See Section 5.20 CSU-AAUP BOR Collective Bargaining Agreement.

Continuation

Program officials, with the explicit approval of the institution, submits an—A. Improvement Plan
B. Zero Fiscal-Impact Statement; or C. A rationale for program continuation that addresses contributions of the Program to Students, the Community, and/or the Institution.

- A. An Improvement Plan to increase program completions should address each of the following applicable issues in the order presented:
 - 1. Brief description of the program, to include enrollment by year classification, faculty supporting the program by type (T/TT, FT, PT, adjunct, other), space/facilities, and administrative support;
 - 2. Projected enrollees and completers for the next five years with justification for such projections.
- B. The program is deemed to have a zero fiscal impact it was to be either continued or terminated; and the following issues are addressed:
 - 1. The parent degree program and its actual enrollments and completions for the preceding three academic years;
 - 2. Any curricular elements required for the certificate but not for the degree, and their faculty inputs;
 - 3. Projected program enrollees and completers for the degree program, for the next three years with justification for such projections; and
 - 4. Projected total revenue and total expenditures for the degree program, for the next three years.
- C. A description of the contributions of the program to students, the community, and/or the institution should address each of the applicable items in the order presented:
 - 1. The parent degree program and its actual enrollments and completions for the preceding three academic years (this need not be repeated, if the rationale for continuation includes A or B above);
 - 2. Contribution to economic development (and/or workforce) of the state;
 - 3. Uniqueness or relevance of the program to the region or area;
 - 4. Institutional need to maintain this program to support other programs, contributions of program faculty to General Education, or to maintain accreditation. Measures of productivity of program faculty (i.e. number of student credit hours taught by faculty affiliated with the program or academic discipline) can be included;
 - 5. Documented costs of revenue loss anticipated with elimination (e.g., recent major investments, external funding support, tuition, etc.);
 - 6. Placement of graduates (positions held, places of employment, enrollment in graduate or baccalaureate study);
 - 7. Passage rate of completers on licensure/certification exams or measures;
 - 8. Program quality as reflected by regional or national reputation, faculty qualifications, and the documented achievements of program graduates;

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9. Measures of program productivity other than numbers of graduates (grants, publications or other); and
10. In the case where program duplication exists (other programs in the statewide inventory within the same CIP code and level), evidence to warrant the continuation of the degree program when similar programs are available within the state. Plans for collaboration or sharing resources with other programs or new delivery mechanisms may be included as applicable.

After the institution presents and submits its report and recommendation, the BOR will either (a) accept the report or (b) request further information from the institution and program.

ITEM**Connecticut State Colleges & Universities (CSCU) FY 2018 Audited Financial Statements****GENERAL**

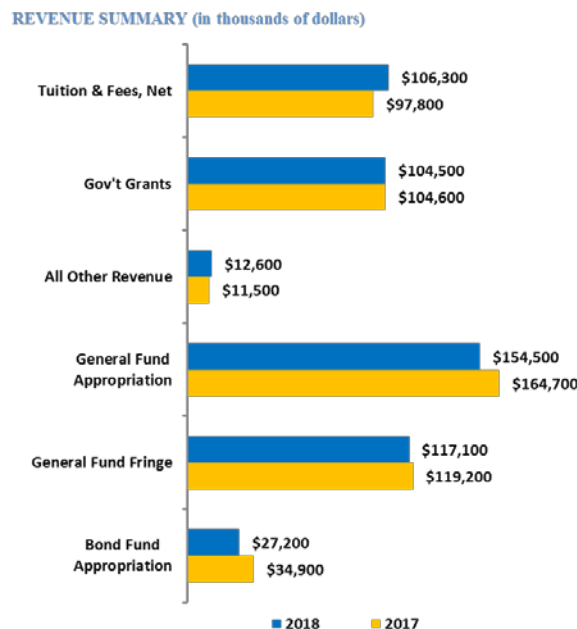
Separate audited financial statements are required for the Connecticut Community Colleges (“CCC”), Connecticut State Universities (“CSU”), and Charter Oak State College (“COSC”) in accordance with the manner in which state appropriations are received. Grant Thornton LLP is the primary auditor on all financial statement audits. FY 2018 is their third year auditing the financial statements of CSCU.

Single-year financial statements are being issued for FY 2018. In FY2015 this decision facilitated implementation of GASB 68. In the current year, this facilitates the implementation of GASB 75 which requires CSCU to recognize its portion of the State’s net other post-employment benefits (OPEB) liability. The entry to record the liability include an adjustment to Unrestricted Net Position (“UNP”), which created a large negative net position balance in each set of financial statements. In order to continue to measure the relative fiscal condition of the constituent units, CSCU disclosed, in the Management Discussion and Analysis section, the UNP balance before and after net pension and net OPEB liabilities.

In addition, the accounting for the pension and OPEB liabilities impacts certain accounts that render the amounts quite different than what is typically presented in budgetary statements. The comments herein are intended to highlight operational events during the fiscal year.

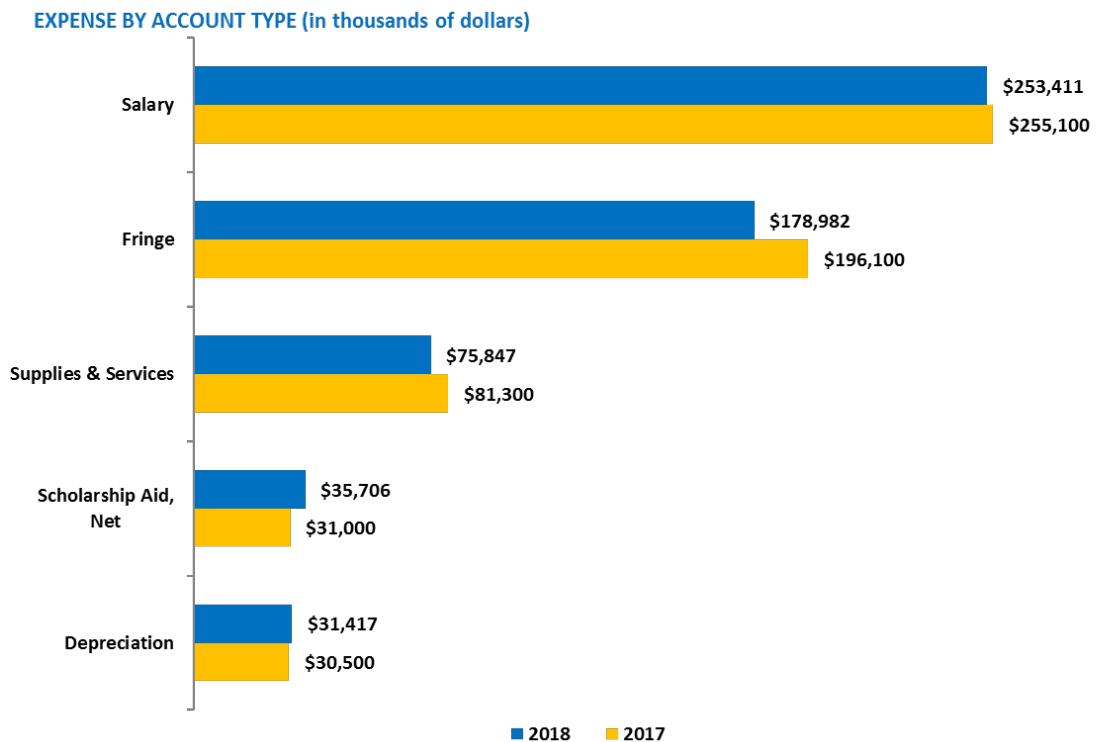
CONNECTICUT COMMUNITY COLLEGES

1. **REVENUES** - The following chart illustrates the changes in revenue from FY 2017 to FY 2018:



- a. The State general fund appropriation for salaries decreased by 6.2% and the associated revenues to cover fringe benefit costs decreased by 1.8%, to \$154.5 million and \$117.1 million, respectively.
- b. Tuition and fees net of scholarships and aid increased by 8.7%. This was largely due to the adoption of the new supplemental fees that resulted in \$9.0M in new revenue for FY 2018.

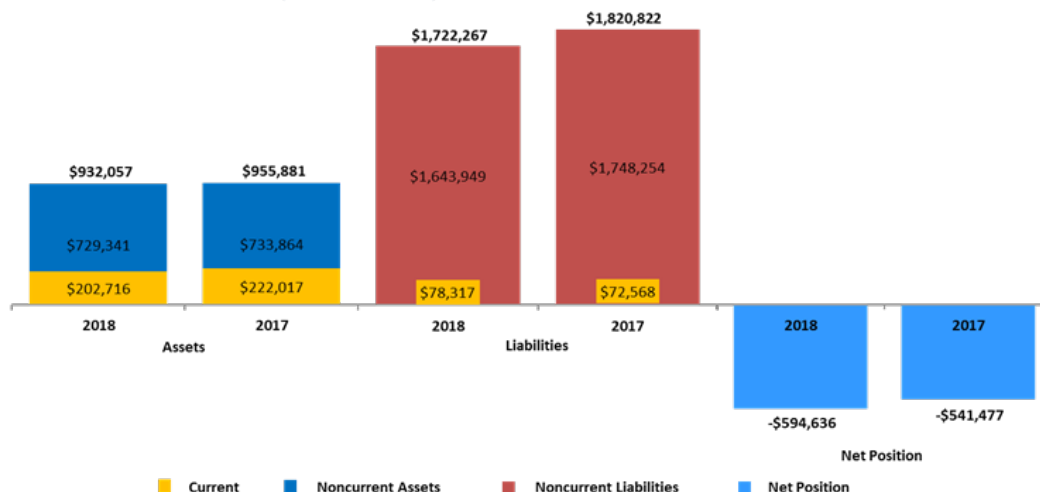
2. EXPENSES - The following chart illustrates the changes in expenses from FY 2017 to FY 2018:



- a. Salary expense declined slightly by \$1.7M and expenses on supplies and services declined \$5.5M, which reflects continued budget restraint in the face of fewer State resources.
- b. Fringe benefit expenses declined \$17.1M. Primarily due to a decline in fringe expense related to the booking of pension and OPEB expenses.

3. **NET POSITION** – The total Net Position for CCC decreased by \$53.2M from FY 2017 to FY 2018. This is the first time the total net position has been negative, and is due to the recognition of both the net pension liability and the net OPEB liability attributable to CSCU.

THE CCC's FINANCIAL POSITION (in thousands of dollars)



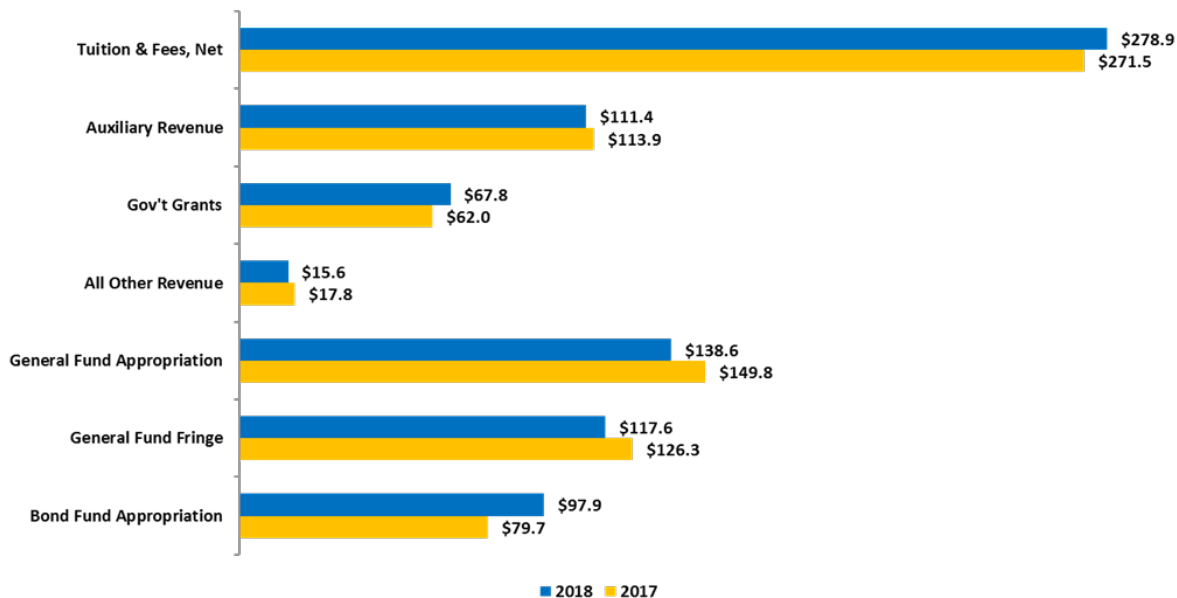
- Net Pension liability = \$759.4M
- Net OPEB liability = \$847.8M
- Unrestricted Net Position (UNP) is negative \$1,366.8M as a result of pension and OPEB liabilities. Given that these liabilities are ultimately the responsibility of the State, CSCU presents UNP before recognizing these liabilities in the MD&A. The UNP without the adjustment for these liabilities was \$44.9M at June 30, 2018. There was a slight decline of \$0.8M from FY 2017. UNP adjusted for net pension liability beginning in FY 2014 and net OPEB liability beginning in FY 2017 is as follows:

	FY14	FY15	FY16	FY17	FY18
UNP	\$13.3	\$25.7	\$37.7	\$45.7	\$44.9
UNP Adjusted	(\$492.0)	(\$475.9)	(\$466.0)	(\$1,374.8)	(\$1,366.8)

CONNECTICUT STATE UNIVERSITIES

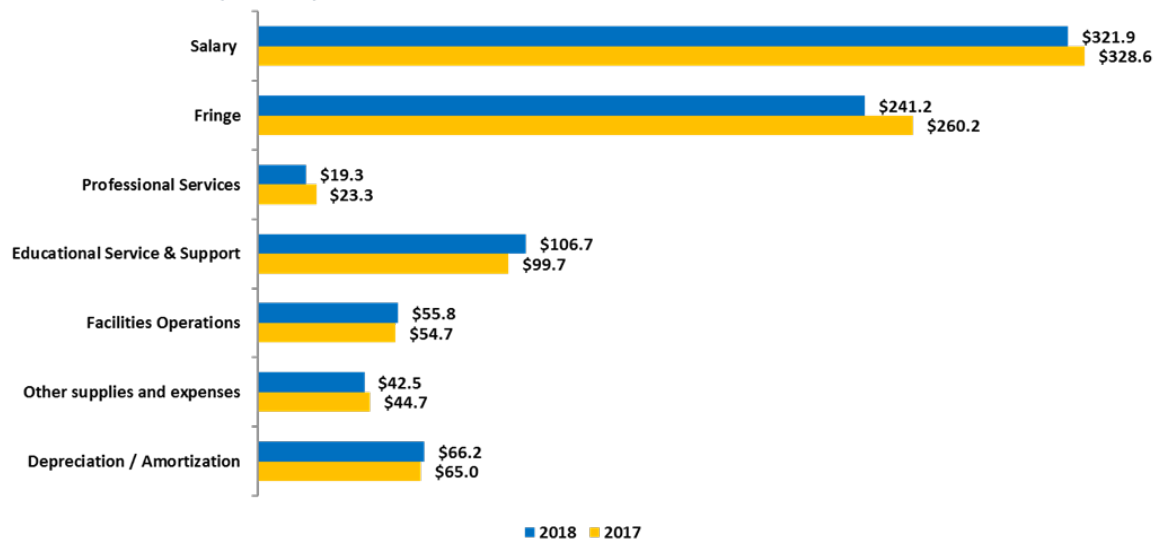
1. **REVENUES** – The following chart illustrates the changes in revenue from FY 2017 to FY 2018:

REVENUE SUMMARY (in millions of dollars)



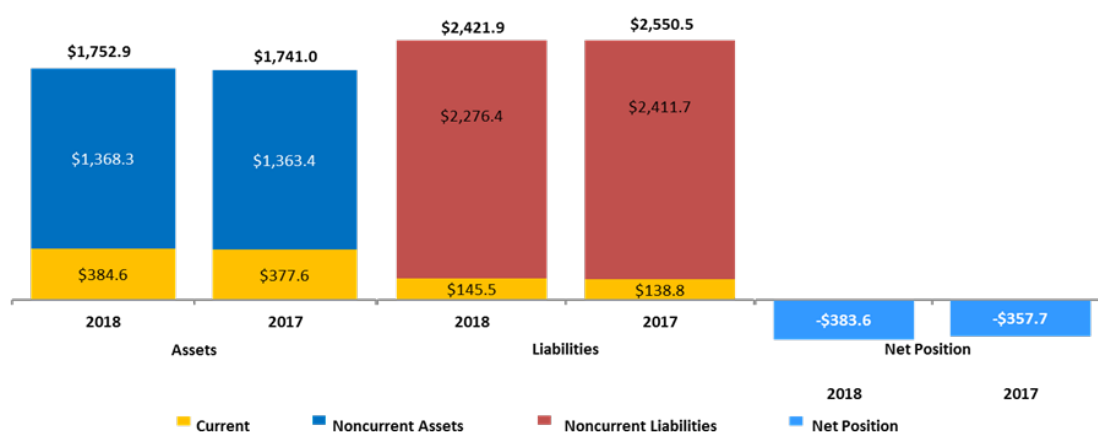
- FY 2018 General Fund Appropriations, including appropriations for fringe, were \$19.9M less than FY 2017, due to budget reductions for FY 2018.
 - Gross tuition & fee revenue increased 3.2% reflecting a 4% increase in tuition and fee rates, offset by a decline in headcount enrollment of 0.5%.
2. **EXPENSES** – The following chart illustrates the changes in expenses from FY 2017 to FY 2018:

EXPENSE BY ACCOUNT TYPE (in millions)



- a. Operating expenses less depreciation and amortization of \$787.4 million decreased by \$23.9 million or 2.9% from the prior fiscal year. The primary cause of the decrease was related to a decrease in pension expense of \$44.6 million.
 - b. Operating expense before depreciation and amortization declined slightly by 0.2% if the impact of the pension and OPEB expense entries are not taken into consideration.
3. NET POSITION - The total Net Position for CSU decreased by \$25.9M from FY 2017 to FY 2018. This is the first time the total net position has been negative. This is due to the recognition of both the net pension liability and the net OPEB liability attributable to CSCU.

THE CSUS FINANCIAL POSITION (in millions of dollars)



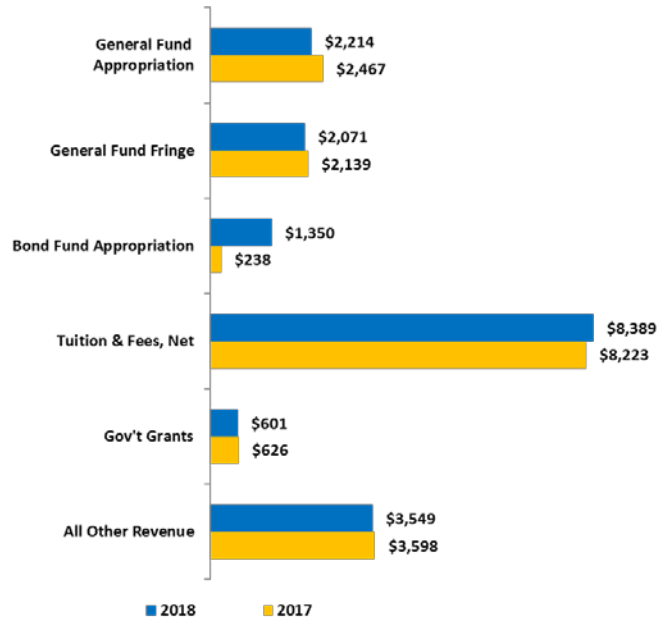
- a. Net pension liability = \$888.3M
- b. Net OPEB liability = \$1,003.0M
- c. Unrestricted Net Position (UNP) is negative \$1,462.7M as a result of the pension and OPEB liabilities. Given that these liabilities are ultimately the responsibility of the State, CSCU presents UNP, before recognizing these liabilities in the MD&A. The UNP, without the adjustment for these liabilities, was \$143.5M at June 30, 2018. A slight increase of \$0.4M from FY 2017. UNP adjusted for net pension liability beginning in FY 2014 and net OPEB liability beginning in FY 2017 is as follows:

	FY14	FY15	FY16	FY17	FY18
UNP:	\$145.1	\$115.1	\$136.8	\$143.1	\$143.5
UNP Adjusted:	(\$382.4)	(\$370.5)	(\$361.6)	(\$1,411.9)	(\$1,462.7)

CHARTER OAK STATE COLLEGE

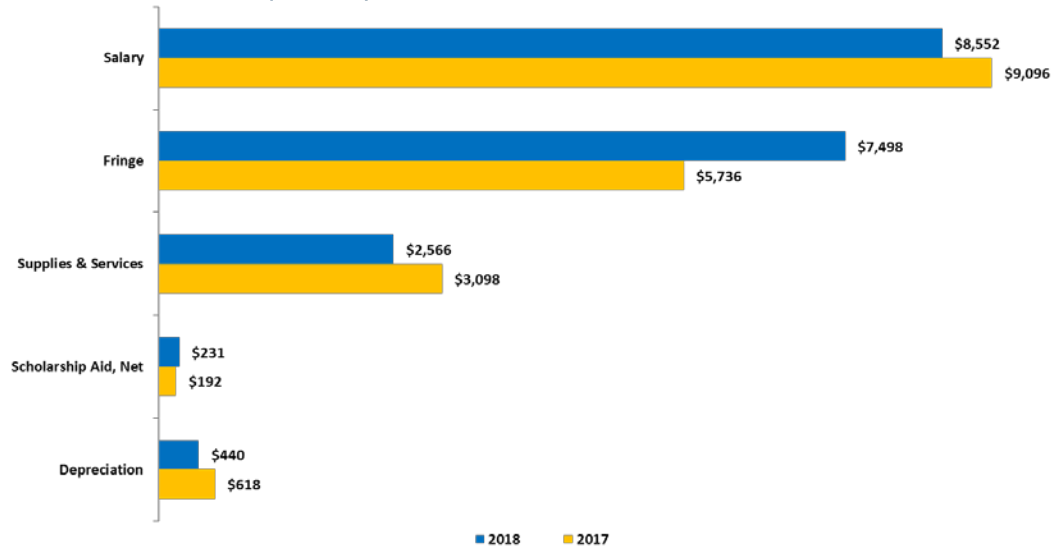
1. **REVENUES** – The following chart illustrates the changes in revenue from FY 2017 to FY 2018:

REVENUE SUMMARY (in thousands)



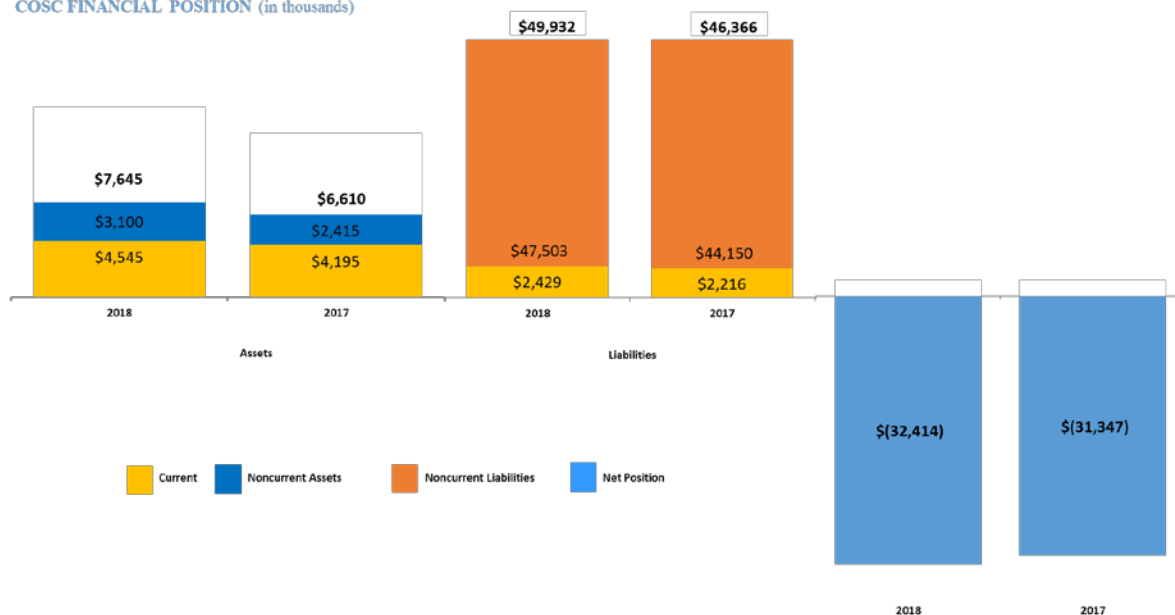
- a. FY 2018 General Fund Appropriations, including appropriations for fringe, were \$0.3M less in FY 2018 as a result of State budget reductions.
 - b. Tuition & fee, net revenue increased 2% reflecting the approved 4% increase in tuition and fee rates offset by a decline in headcount enrollment of 5%.
2. **EXPENSES** – The following chart illustrates the changes in expenses from FY 2017 to FY 2018:

EXPENSE BY NATURAL CLASSIFICATION (in thousands)



- c. Operating expenses less depreciation and amortization of \$18.8M increased by 4% from the prior fiscal year. The primary cause of the increase was related to an increase in pension and OPEB offset partially through expense reductions across remaining categories.
 - d. Operating expense before depreciation and amortization declined slightly by 0.1%, if the impact of the pension and OPEB expense entries were not taken into consideration.
3. NET POSITION - The total Net Position for COSC decreased by \$1.1M from FY 2017 to FY 2018. This is the first time the total net position has been negative. This is due to the recognition of both the net pension liability and the net OPEB liability attributable to CSCU.

COSC FINANCIAL POSITION (in thousands)



- e. Net pension liability = \$20.8M
- f. Net OPEB liability = \$26.0M
- g. Unrestricted Net Position (UNP) is negative \$36.0M as a result of the pension and OPEB liabilities. Given that these liabilities are ultimately the responsibility of the State, CSCU presents UNP before recognizing these liabilities in the MD&A. The UNP without the adjustment for these liabilities was \$0.8M at June 30, 2018. A slight increase of \$0.06M from FY 2017. UNP adjusted for net pension liability beginning in FY 2015 and net OPEB liability beginning in FY 2017 is as follows:

	<u>FY 15</u>	<u>FY 16</u>	<u>FY 17</u>	<u>FY 18</u>
UNP:	\$1.2	\$0.7	\$0.8	\$0.9
UNP Adjusted:	(\$6.1)	(\$6.7)	(\$34.3)	(\$36.0)

ITEM

The University and College Foundations - Annual Foundation Report to the Board of Regents (BOR) for Fiscal Year 2018.

BACKGROUND

The foundations are required to submit their financial statements to the BOR annually, as well as other supplemental information identifying any major changes in organizational structure, policies and governance.

Each of the seventeen Colleges and Universities, as well as the Connecticut State Colleges and Universities System, has a related foundation. The Foundations are considered Component Units of the System for reporting purposes under GASB rules. Statements of Financial Position, Activity and Changes in Net Assets, Cash Flows and Functional Activity are included in their annually published financial statements, in most cases in a comparative format.

All foundation financial statements are audited as required by state statute (annually above a certain size, but not less than once every three years). Under Connecticut statutes and BOR policy requirements, various foundation information, including the foundation financial statements, are reviewed at a high level by each institution's President and Dean of Administration or Vice President of Finance. System management relies upon individual college and foundation compliance with these requirements, and the independently audited foundation financial statements, to ensure that information presented in the component unit section of the System's financial statements are materially correct.

ANALYSIS

In each report, the auditor's opinion states that the financial statements present fairly, in all material respects, the financial position of the Foundations as of June 30, 2018 (or December 31, 2017) and the results of its activities and changes in net assets and functional activity for the year ended, in conformity with generally accepted accounting principles in the United States. (Thirteen foundations have fiscal years ending 6/30, and four have fiscal years ending 12/31.)

Financial HighlightsConnecticut Community Colleges

Norwalk CC Foundation continues to be the largest of the twelve foundations. Its net assets of \$27.9 million comprise 45% of the Foundations' total net assets of \$62.0 million. The next two, in order of size, are Manchester with 19% and Three Rivers at 9% of the total or \$12.1 and \$5.3 million, respectively. FY18 total net assets of \$62.0 million showed an increase of 16.1% from the FY17 total of \$53.4 million.

Connecticut Community College Foundations

Net Asset Summary

FY18 (In thousands)

School	Unrestricted	Temporarily Restricted	Permanently Restricted	Net Assets Sum	% of Total
Asnuntuck at 12-31-17	54	267	137	458	1%
Capital at 6-30-18	214	1,066	814	2,094	3%
Gateway at 12-31-17	144	833	1,068	2,045	3%
Housatonic at 6-30-18	316	1,258	599	2,173	4%
Manchester at 12-31-17	7,518	2,098	2,451	12,067	19%
Middlesex at 6-30-18	27	284	452	763	1%
Naugatuck Valley at 6-30-18	196	956	1,002	2,154	3%
Northwestern at 12-31-17	339	27	1,187	1,553	3%
Norwalk at 6-30-18	954	10,758	16,147	27,859	45%
Quinebaug Valley at 6-30-18	290	707	3,246	4,243	7%
Three Rivers at 6-30-18	164	2,188	2,991	5,343	9%
Tunxis at 6-30-18	239	465	538	1,242	2%
Grand Total	\$ 10,455	\$ 20,907	\$ 30,632	\$ 61,994	100%

Net Assets increased primarily as a result of a large contribution receivable of \$5.6 million bequeathed to the Manchester CC Foundation from a donor's estate.

Connecticut Community College Foundations

Condensed Statement of Net Position (In Thousands)

5 year comparison

Account	Condensed Title	FY18	FY17	FY16	FY15	FY14
Asset	Cash and Cash Equivalents	4,909	6,689	7,805	5,186	7,713
	Receivables	7,511	2,112	2,137	2,856	2,387
	Investments	50,958	46,249	41,146	44,647	41,496
	Other Assets	36	58	56	419	559
Asset Sum		63,414	55,108	51,144	53,108	52,155
Liabilities	Accounts payable	1,419	1,964	1,993	2,618	2,389
Liabilities Sum		1,419	1,964	1,993	2,618	2,389
Net Assets	Unrestricted	10,455	4,308	3,977	2,768	2,891
	Temporarily Restricted	20,907	18,360	15,550	18,302	18,199
	Permanently Restricted	30,632	30,476	29,625	29,420	28,676
Net Assets Sum		61,994	53,144	49,152	50,490	49,766

Revenue fluctuations from year to year are highly dependent on investment income and realized and unrealized gain on investments. Total revenue increased by 73.6% in FY18. A significant portion of this is related to the contribution to MCC foundation mentioned above. Also notable was a 79.2% increase in gains on investments. Expenses in FY18 increased by 7.5%, primarily as a result of an increase in scholarships and awards, which increased by 55.6% in FY18 to \$2.7 million.

Connecticut Community College Foundations**Condensed Statement of Activities (In Thousands)**

5 year comparison

Account	Condensed Title	FY18	FY17	FY16	FY15	FY14
Revenue	Contributions	13,347	7,430	6,806	6,044	3,947
	Program Income	780	903	1,002	889	1,024
	Investment Income	1,173	560	327	486	748
	Gain (loss) on investments	4,422	2,468	(1,021)	1,047	4,252
	Other	24	15	90	4	1
Revenue Total		19,746	11,376	7,204	8,470	9,972
Expenses	Fundraising Expense	482	574	724	588	463
	Program Expense	4,577	5,070	4,023	3,720	3,047
	Scholarships and Awards	2,730	1,755	1,954	2,093	2,002
	Administration & Other	1,728	1,453	1,839	1,346	1,071
Expenses Total		9,517	8,852	8,540	7,747	6,583
Change in Net Assets		10,229	2,524	(1,336)	723	3,389

Connecticut State Universities

Central Connecticut State University (CCSU) Foundation continues to be the largest of the 5 CSU affiliated foundations. Its net assets of \$77.0 million comprise 50% of the Foundations' total net assets of \$155.3 million. The next two in order of size are Southern Connecticut State University (SCSU) Foundation with 23% and Western Connecticut State University with 15% of the total or \$35.0 and \$23.7 million, respectively. FY18 total net assets of \$155.3 million showed an increase of 5.9% from the FY17 total of \$146.6 million.

Connecticut State Universities Foundations**Net Asset Summary****FY18 (In thousands)**

School	Unrestricted	Temporarily Restricted	Permanently Restricted	Net Assets Sum	% of Total
Central	1,532	29,858	45,599	76,989	50%
Eastern	(637)	4,447	15,227	19,037	12%
Southern	2,599	13,465	18,978	35,042	23%
Western	2,331	5,862	15,540	23,733	15%
System Office	81	209	236	526	0%
Grand Total	5,906	53,841	95,580	155,327	100%

The trend over the last five years shows substantial growth in Net Assets with an increase of \$34.4 million or 28.4% since FY14. This is primarily a result of an increase in investments of \$38.1 million offset by a decline in contributions of \$4.2 million. The ECSU Foundation unrestricted net position decreased from (\$290,000) in FY17 to (\$637,000) in FY18. ECSU Foundation has carried a negative unrestricted net position for several years and in the past have identified temporarily restricted net assets that will offset this when they are released from restrictions.

Connecticut State Universities Foundations**Condensed Statement of Financial Position (In Thousands)**

5 year comparison

Account Class	Condensed Title	FY18	FY17	FY16	FY15	FY14
Asset	Cash and Cash Equiv	7,142	7,176	5,524	5,794	5,011
	Investments	139,356	127,949	109,271	104,616	101,245
	Contributions and other receivables	5,828	8,218	9,833	12,461	10,050
	Prepaid expenses and other assets	334	60	974	1,074	958
	Investment in plant, net	4,152	4,425	5,179	5,509	5,847
Asset Sum		156,812	147,828	130,781	129,454	123,111
Liabilities	Accounts payable	355	259	302	182	447
	Custodial obligation payable	47	60	58	39	33
	Other liabilities	1,083	928	726	1,231	1,533
	Long-term debt	-	15	57	98	137
Liabilities Sum		1,485	1,262	1,143	1,550	2,150
Net Assets	Unrestricted	5,906	7,311	2,177	2,254	1,798
	Temporarily Restricted	53,841	49,340	41,007	43,784	43,734
	Permanently Restricted	95,580	89,915	86,454	81,866	75,429
	Net Assets Sum	155,327	146,566	129,638	127,904	120,961

Revenue fluctuations from year to year are highly dependent on investment income and realized and unrealized gain on investments. As a result, total revenue in FY18 decreased 24.0% from FY17. Expenses in FY18 have increased, as a result of an increase in university support expenses of \$2.7 million. Since FY14, expenses have increased 30.6%. This is mostly driven by a 69.1% increase in spending on university support and a 42.5% increase in spending on management and general expenses.

Connecticut State Universities Foundations**Condensed Statement of Activities (In Thousands)**

5 year comparison

Account	Account Title	FY18	FY17	FY16	FY15	FY14
Revenue	Contributions	11,032	13,472	13,068	13,413	16,456
	Program income	671	581	408	496	641
	Investment income	3,451	2,883	1,805	2,210	1,750
	Gain (Loss) on investments	6,250	11,451	(2,116)	638	12,162
	Other income	430	342	354	294	208
Revenue Total		21,834	28,729	13,519	17,051	31,217
Expenses	Scholarships and awards	625	1,371	1,513	1,289	1,343
	University support	8,168	5,488	5,844	5,174	4,829
	Auxiliary services	996	1,102	1,033	730	1,172
	Academic enrichment	460	516	575	491	423
	Fundraising	1,440	1,522	1,608	1,442	1,269
	Management and general	1,384	1,802	1,181	982	971
Expenses Total		13,073	11,801	11,754	10,108	10,007
Change in Net Assets		8,761	16,928	1,765	6,943	21,210

Charter Oak State College Foundation

The Charter Oak State College (COSC) Foundation has net assets of \$2.1 million. Net assets have increased by 18.8% since FY14. This is primarily a result of an increase in investments of 16.7% over the same period.

Charter Oak State College Foundation**Net Asset Summary**

FY18 (In thousands)

School	Unrestricted	Temporarily Restricted	Permanently Restricted	Net Assets Sum
COSC Foundation	21	982	1,098	2,101

Charter Oak State College Foundation**Condensed Statement of Financial Position (In Thousands)**

5 year comparison

Account Class	Condensed Title	FY18	FY17	FY16	FY15	FY14
Asset	Cash and Cash Equiv	149	126	161	123	97
	Investments	1,951	1,856	1,648	1,683	1,672
	Contributions and other receivables	1	1	1	11	1
	Prepaid expenses and other assets	-	-	1	1	1
Asset Sum		2,101	1,983	1,811	1,818	1,771
Liabilities	Accounts payable	-	1	1	0	2
Liabilities Sum		-	1	1	0	2
Net Assets	Unrestricted	21	25	40	52	55
	Temporarily Restricted	982	874	708	713	684
	Permanently Restricted	1,098	1,084	1,063	1,051	1,030
	Net Assets Sum	2,101	1,983	1,811	1,816	1,769

Total revenue in FY18 decreased 14% from FY17. Expenses in FY18 have increased 9.9%.

Charter Oak State College Foundation**Condensed Statement of Activities (In Thousands)**

5 year comparison

Account	Account Title	FY18	FY17	FY16	FY15	FY14
Revenue	Contributions	117	87	106	112	73
	Fundraising Income	6	1	5	4	10
	Investment income	59	-	-	54	48
	Gain (Loss) on investments	69	204	8	-	198
Revenue Total		251	292	119	170	329
Expenses	Scholarships and awards	32	29	31	34	21
	Program Expense	73	62	58	60	48
	Fundraising	4	3	7	3	3
	Management and general	24	27	28	26	26
Expenses Total		133	121	124	123	98
Change in Net Assets		118	171	(5)	47	231

RESOLUTION
concerning

Naming

THE SOCIAL SCIENCES HALL AT CENTRAL CONNECTICUT STATE UNIVERSITY

IN HONOR OF EBENEZER DON CARLOS BASSETT

December 13, 2018

- WHEREAS, Ebenezer Don Carlos Bassett enrolled in 1852 as the first African American student at the State Normal School in New Britain, parent institution to Central Connecticut State University, and
- WHEREAS, Mr. Bassett became the first African American alumnus of this school, graduating with honors in 1853, and embarking upon a teaching career in New Haven, and
- WHEREAS, Mr. Bassett remained committed and actively involved in the institution's Alumni Association, and
- WHEREAS, Circa 1856, Mr. Bassett rose to the position of principal at the prestigious Institute for Colored Youth in Philadelphia, parent institution of Cheyney University, the first Historically Black College in the United States, and held this position for the ensuing fourteen years, and
- WHEREAS, Under Bassett's leadership, the Institute for Colored Youth established a Normal School division whose pedagogy was based on the educational reforms initiated by the Connecticut State Normal School, and
- WHEREAS, Mr. Bassett was a significant voice in advocating for civil rights, particularly the right of African American men to enlist in the Union Army during the U.S. Civil War, and
- WHEREAS, In 1869, Mr. Bassett was appointed by President Ulysses S. Grant to a diplomatic post as Resident Minister to Haiti, distinguishing himself as the first African American to hold a United States ambassadorship, and the only graduate of our institution to do so, and
- WHEREAS, Mr. Bassett's legacy of scholarship, activism, and diplomacy is unparalleled in the history of Central Connecticut State University, and

WHEREAS, The life of Ebenezer Don Carlos Bassett is a worthy inspiration for present-day students, and a tangible memorial of his accomplishments will serve as a permanent reminder of the achievements that he built on the foundation of his education at our parent school, therefore be it

RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities hereby approves the naming of the Social Sciences Hall on the campus of Central Connecticut State University to be known as the “Ebenezer Don Carlos Bassett Social Sciences Hall”.

A True Copy:

Erin A. Fitzgerald, Secretary
Board of Regents for Higher Education

ITEM

Naming of Social Sciences Hall at Central Connecticut State University (CCSU) to the “Ebenezer Don Carlos Bassett Social Sciences Hall”

BACKGROUND

Board Policy dated April 8, 2009 sets the requirements for the Connecticut State Universities’ recognition and naming of facilities and programs after persons or organizations.

The policy states that its goal is “to enhance the ability of the institutions of the CSU System to encourage and pursue contributions in support of institutional goals” and includes recommended thresholds for gifts. The policy also provides that:

- E) If there is no gift in connection with a naming opportunity, a written substantive rationale for departing from the policy should be provided.

CCSU believes that there is significant justification for this naming; Mr. Bassett’s years of dedicated humanitarian service as a teacher, civil rights leader, and diplomat bring great honor to CCSU as his alma mater.

Ebenezer Don Carlos Bassett was the first African American student at the State Normal School in New Britain in 1852, parent institution to Central Connecticut State University. He graduated with honors in 1853 and embarked upon a teaching career in New Haven. Mr. Bassett became the first African American alumnus of this school and remained committed and actively involved in the institution’s Alumni Association.

Mr. Bassett ascended to the position of principal at the prestigious Institute for Colored Youth in Philadelphia, parent institution of Cheyney University, the first Historically Black College in the United States. Under his leadership which he held for fourteen years, the Institute for Colored Youth established a Normal School division whose instruction was based on the education reforms initiated by the Connecticut State Normal School.

Mr. Bassett was a significant voice in advocating for civil rights, particularly the right of African American men to enlist in the Union Army during the U.S. Civil War. He was appointed by President Ulysses S. Grant to a diplomatic post as Resident Minister to Haiti in 1869, distinguishing himself as the first African American to hold a United States ambassadorship.

The life of Ebenezer Don Carlos Bassett is a worthy inspiration for present-day students, and a tangible memorial of his accomplishments will serve as a permanent reminder of the achievements that he built on the foundation of his education at our parent school. Mr. Bassett’s legacy of scholarship, activism, and diplomacy is unparalleled in the history of

Central Connecticut State University.

RATIONALE

The following rationale supports this naming opportunity:

- Ebenezer Don Carlos Bassett enrolled in 1852 as the first African American student at the State Normal School in New Britain, parent institution to Central Connecticut State University.
- Mr. Bassett became the first African American alumnus of this school, graduating with honors in 1853, and embarking upon a teaching career in New Haven;
- Mr. Bassett remained committed and actively involved in the institution's Alumni Association.
- Circa 1856, Mr. Bassett rose to the position of principal at the prestigious Institute for Colored Youth in Philadelphia, parent institution of Cheyney University, the first Historically Black College in the United States, and held this position for the ensuing fourteen years.
- Under Bassett's leadership, the Institute for Colored Youth established a Normal School division whose pedagogy was based on the educational reforms initiated by the Connecticut State Normal School.
- Mr. Bassett was a significant voice in advocating for civil rights, particularly the right of African American men to enlist in the Union Army during the U.S. Civil War.
- In 1869, Mr. Bassett was appointed by President Ulysses S. Grant to a diplomatic post as Resident Minister to Haiti, distinguishing himself as the first African American to hold a United States ambassadorship, and the only graduate of our institution to do so.
- Mr. Bassett's legacy of scholarship, activism, and diplomacy is unparalleled in the history of Central Connecticut University.
- The life of Ebenezer Don Carlos Bassett is a worthy inspiration for present-day students.

Attachment A provides additional information assembled by the Ebenezer D. Bassett Memorial Committee.

RECOMMENDATION

Approve the naming of the Social Sciences Hall at Central Connecticut State University to be known as the "Ebenezer Don Carlos Bassett Social Sciences Hall".

EBENEZER D. BASSETT

SOCIAL SCIENCE HALL NAMING DOCUMENTATION

MAJOR FIELD OF ENDEAVOR OR NOMINEE'S TITLE(S)

Scholar, Educator, Civil Rights Leader, Diplomat, Statesman, and Humanitarian

- First African American enrolled and graduate of a publically operated institution of higher education in Connecticut.
- Second African American to graduate from an institution of higher education in Connecticut.
- Thirteenth African American in the Nation to graduate from an institution of higher education.
- First African American, in Connecticut, to earn a college degree and teach in a Connecticut school.
- Second appointed Principal (title currently known as President) of the Institute for Color Children in Philadelphia, PA. (Parent institution of Cheney University).
- Minister Resident to Haiti (title currently recognized as Ambassador). First United States African American diplomat.
- Council General to Haiti (New York)
- Secretary to Fredrick Douglass, U.S. Minister Resident to Haiti
- Vice Council General to Haiti

OUTSTANDING ACCOMPLISHMENTS OR CONTRIBUTIONS FOR WHICH NOMINEE SHOULD BE CONSIDERED:

SCHOLAR:

Mr. Bassett began his formal education at the Birmingham Academy in Derby, Connecticut. Unlike many towns and cities in the United States, Mr. Bassett received an integrated education in Derby, Connecticut. The town was devoted to providing for the educational needs of its students regardless of race or socioeconomic class. After completing his studies at Birmingham Academy, Mr. Bassett continued his education at the integrated Wesleyan Academy a prestigious school in Wilbraham Massachusetts (presently known as the Wilbraham and Monson Academy).

After attending school at the Wesleyan Academy, he transferred to the New Britain State Normal School (the parent institution of Central Connecticut State University), the first publically operated institution of higher education and first teacher's college in Connecticut. In the month of August (1852), Mr. Bassett was admitted into the junior class at the Normal School. Ebenezer's tenure at the New Britain Normal School allowed him two significant milestones. In 1852, Ebenezer became the first African American student admitted into a publicly operated institution of higher education in Connecticut and on September 29, 1853, Mr. Bassett graduated and achieved the status as the first African American to graduate from the institution and the first to graduate from a publically operated institution of higher education in the State of Connecticut.

Mr. Bassett graduated at the top of his class with honors and was one of the youngest of his class to gain the status of graduate. As one of the institutes best and brightest, he was selected to present his final paper, "The True Teacher," during the commencement ceremony held at South Church (presently known as South Congregational Church) in New Britain. After graduating, Mr. Bassett's continued to show his respect for the institution that helped him become a world class educator. For several years after graduating, Mr. Bassett continued corresponding with the institution's Alumni Association. Mr. Bassett's time at the State Normal School allowed him to receive one of the most innovative and progressive education in the nation. The status of his graduation, now chronicles him as the 13th African American to earn a college degree in the United States of America.

Shortly after graduating from the New Britain Normal School, Mr. Bassett was hired as the principal and teacher at the Whiting School (for Colored Children) in New Haven, Connecticut. Mr. Bassett's thirst for knowledge continued. He is accredited with several of the improvements that turned around the failing Whiting School for Colored Children in New Haven. He is attributed with advancing the curriculum, expectations, and "transforming 40 or 50 thoughtless, tardy, and reluctant youngsters into intelligent, ambitious, well-disciplined, and well behave students". While residing in New Haven he took classes at the prestigious Yale College (presently Yale University), New Haven, Connecticut. He took courses in Advanced Mathematics, Literature, and the Classics. Mr. Bassett never received a degree from Yale. At the time of his attendance, Yale enrolled but denied formal degrees to individuals of African American decent. As act of define justice, Mr. Bassett's son, Ulysses, later earned the degree previously denied his father based on the color of his skin.

Mr. Bassett's life must be put in historical context. The opportunities afforded him and his ability to rise above the restrictive circumstances of the time highlight the importance of his ability to achieve at a time when the vast majority of African American's were viewed by most as chattel, one-fifth of a human being, and were denied formal education. Slow to respond to the cries for freedom, slavery was not completely abolished in the state of Connecticut until 1848, fifteen years after the birth of Ebenezer and five year prior to his enrollment at the State Normal School. In 1850, the Fugitive Slave Law was passed, which galvanized many in the country to risk their own security to create safe havens and passages to help Black men, women, and children escape to freedom.

EDUCATOR & CIVIL RIGHTS LEADER

- The first African American graduate from the State Normal School was recruited to serve as an agent of change when he was recruited to work at the newly established grammar school for Negro students in the city of New Haven, Connecticut. Mr. Bassett was hired as a principal/teacher at the Whiting School for colored children. After his tenure in New Haven, Mr. Bassett was praised for his astounding work and transformative work that greatly improve educational outcomes of the city's African American student population.
- While residing in New Haven, Mr. Bassett began to advance himself as a civil rights activist and leader. He became a spokesperson for the Abolitionist Movement. He also became active in political issues and joined the *Convention of Colored Men of the State of Connecticut*. He used this platform to join with other prominent African American leaders to advance the cause of civil rights throughout the United States. The Convention of Colored Men existed as a national organization, established in 1830 that brought together Black men and women at the state and national level to strategize and mobilize efforts to address disparities and injustices affecting the Black community (e.g., educational, labor, voting rights, and justice concerns).
- Mr. Bassett's activism brought him into contact with several other Connecticut Abolitionists and civil rights leaders like Rev. James W. Pennington, John Brown, and Rev. Amos Beman. These men were all active agents of justice in the anti-slavery movement. Though his local and national work, Mr. Bassett met and befriended the renowned Fredrick Douglass. The two men formed a lifelong friendship which

allowed them to join forces to advance the social condition of African American people in the United States.

- In 1856, Mr. Bassett was hired as the 2nd principal appointed to the Institute for Colored Youth in Philadelphia, Pennsylvania (presently Cheyney University). Cheyney is the oldest Historically Black University in the United States. Mr. Bassett became the institutions leader by becoming the school's top administrator, teacher, and librarian. Serving in his multiple duties, Mr. Bassett also attending college part-time at the University of Pennsylvania.
- While serving as the Principal of the Institute for Colored Youth, Mr. Bassett continued to speak out against the travesties of slavery and segregation. He used his administrative position to open the doors of the Institute of Colored Youth to recruit African American men to serve the Union militarily during the Civil War. He also supported citywide and national efforts that confront barriers impeding African American men from equal military service and benefits. Mr. Bassett was one of the longest serving administrators at the institution. He remained in his position for 14 years until he was called to foreign affairs service by the 18th president of the United States, Ulysses S. Grant.

DIPLOMAT

- President Ulysses S. Grant appointed Mr. Bassett to the position of U.S. Minister Resident to Haiti (a title currently known as Ambassador). His official appointment was made on April 16, 1860. Many recommended and advocated for Bassett's appointment. He had the support of many prominent Black and White leaders who championed for his selection of an African American to serve in President Grant's cabinet. After considering other prominent leaders like Frederick Douglass, President Grant selected Bassett. He was unanimously approved, by the U.S. House and Senate, for the diplomatic appointment. With this appointment, Mr. Bassett became the Nation's first African American U.S. Diplomat and U.S. Department of State Foreign Service Officer. Mr. Bassett remained active in the post until 1877 when he resigned at the conclusion of President Grant's term as president.
- Mr. Bassett's service was best known by a few major events that defined his experiences in Haiti.

Upon Mr. Bassett's arrival in Haiti, Haiti was in the midst of a revolt that overthrew the government of President Sylvan Salnave. Mr. Bassett demonstrated that he was a persuasive negotiator, advocate, and mediator who had the capacity to balance the responsibilities of his position with those of his moral beliefs.

- Several times Mr. Bassett put his life, and those of his family, on the line to protect Haitian democracy. In (1875) Mr. Bassett was thrust into an internal conflict in the country. Haiti was in the middle of a civil revolts that put Haiti's provisional president (later elected president), General Pierre Boisrond Canal, at odds with those desiring to capture the country. The opposing army sought the captivity of General Canal who requested political asylum at the residence of the Minister Resident Bassett. Mr. Bassett chose to risk his life to secure the safety of the ousted interim president General Canal and others. Mr. Bassett's persuasive power helped to ease tensions and secured the successful exile of the General to Jamaica.
- In 1879, Mr. Bassett was appointed by the President of Haiti as the Haitian Consul General in New York. This appointment was significant because Mr. Bassett currently exists as the first and only U.S. citizen to have ever receive the honor of this position/title. Mr. Bassett served as Consul to Haiti in New York. Mr. Bassett remained in the position for several years until he resigned in opposition to the illegal activities by American merchant ships who were engaging in activities that were disruptive to the stability of Haiti.
- Mr. Bassett continued to argue against the eroding rights African American's had gained during the mid-nineteenth century. In 1883, Ambassador Bassett appeared on a publication entitled, "Distinguished Colored Men", with other prominent African American leaders (including Rev. Richard Allen, P.B. S. Pinchback, Fredrick Douglas and others).
- After an unsuccessful attempt to be reappointed as Minister Resident to Haiti in 1888, Mr. Bassett humbly served as the secretary to Fredrick Douglas when he came the Ambassador to Haiti. He remained in this position until 1891 and returned to his residence in Connecticut that same year.

THE SENIOR STATESMAN

In his later years, Mr. Bassett continued to serve as a mentor and elder statesman. He continued to organize and provide advice to upcoming African American leaders like W.E.B. Dubois. In 1891, unemployed and sickly, Bassett returned to the United States (New Haven, Connecticut) with his family. In 1898, the President of Haiti appointed Mr. Bassett to yet another position, that of Vice Consul General. He served faithfully in this position until his death. After many years of dedicated service and after a lengthy illness, which plagued him after his initial return to the United States, Mr. Bassett died in Brooklyn, New York, on November 13, 1908. Mr. Bassett was buried alongside his family in the Grove Street Cemetery in New Haven, Connecticut.

HUMANITARIAN

Mr. Bassett rose from the circumstances of his birth, race, and social class to become the first African American Diplomat in U.S. history. Mr. Bassett never forgot the individuals whose sacrifices made it possible for him to obtain an education and be afforded the opportunity to advance himself beyond the circumstances that oppressed many of his race/ethnicity. He left a legacy that greatly impacted the United States and the foreign affairs of the country. Mr. Bassett lived a life dedicated and committed service to others. The impact of his contributions were made on a national scale and his vast global experience took him throughout the world. He was truly a scholar, educator, civil rights leader, diplomat, and humanitarian. Mr. Bassett's contributions were felt by those who knew him (e.g., family, friends, students, faculty, fellow compatriots of liberty, and government officials) as well as those of us today who continue to benefit from his activism for the noble cause of freedom and equality.

Acting Secretary of State F.W. Seward wrote the following correspondence prior to Bassett's departure as Minister Resident of Haiti:

"I cannot allow this opportunity to pass without expressing to you the appreciation of the Department for the very satisfactory manner in which you have discharged your duties of the mission at Port-au-Prince during your term of office. This commendation of your services is the more especially merited because at various times your duties have been of such a delicate nature as to have required the exercise of much tact and discretion."

“I wish one-half of U.S. Ministers abroad performed their duties as well as Mr. Bassett”.
Hamilton Fish, U.S. Secretary of State

No matter where he went in the world, Mr. Bassett always returned to Connecticut. Undoubtedly a place that was dear to his heart.

“My success in life I owe greatly to that American sense of fairness which was tendered me in old Derby (Connecticut), and which exacts that every man whether white or black, shall have a fair chance to run his race in life and make the most of himself.” Ebenezer D. Bassett

Mr. Bassett could have chosen anywhere in the world as his primary residence, but he chose Connecticut. He is undoubtedly one of the most significant and prominent figures that claims a connection to the State of Connecticut. He is a “Connecticut Son”. His life serves as a tribute and testimony to the nation’s founding principal – “Liberty and Justice for All”.

Mr. Ebenezer Don Carlos Bassett’s life speaks to the importance of providing every man and every woman with an opportunity for life, liberty, and the pursuit of happiness.

- As an African American boy living in the mid-19th century, Bassett overcame discriminatory racial practices to obtain a formal public and private education. Completing his formal education in the public schools of Connecticut, attending the private Wesleyan Academy, graduating from the New Britain State Normal School, and taking classes at Yale College and the University of Pennsylvania.
- The first African American to obtain his teaching credential from an institution of higher education in Connecticut.
- The first Connecticut African American college graduate to teach in a Connecticut school.
- Bassett became the 2nd Principal of the Institute for Colored Youth (Oldest Historically Black University in the United States).
- “Bassett became one of Philadelphia's leading voices for abolition of slavery and emancipation of the nearly four million black slaves”

- Bassett used Institute for Colored Youth as a base to recruit blacks to serve in the Union Army. “As the Minister Resident of Haiti, Bassett “oversaw cases of citizen commercial claims, diplomatic immunity for consular and commercial agents, and aid to citizens affected by hurricanes, fires and numerous tropical diseases”. Wikipedia, 2016
- President Ulysses S. Grant’s appointment elevated Bassett’s as the highest-ranking African American in the U.S. government.
- Bassett risked his personal safety and that of his family by protected the lives of Haitian political refugees by providing them with asylum in his home.
- Bassett provided the United States with intelligence about political events occurring on the Island of Hispaniola (Haiti and the Dominican Republic).
- Bassett’s diplomacy was instrumental in persuading the U.S. government to intervene against the dictatorial government in Haiti. He demanded the U.S. to response to the inhuman treatment of refugee and civil unrest resulting from a Civil War in Haiti. Bassett’s diplomacy not only saved lives but it helped to resolve the crisis.
- At the conclusion of Bassett’s diplomatic services, Acting Secretary of State F.W. Seward wrote the following: “I cannot allow this opportunity to pass without expressing to you the appreciation of the Department for the very satisfactory manner in which you have discharged your duties of the mission at Port-au-Prince during your term of office. This commendation of your services is the more especially merited because at various times your duties have been of such a delicate nature as to have required the exercise of much tact and discretion.”

Recent Ebenezer Don Carlos Bassett Commemoration Campaign Activities

(In chronological order)

- In 2010, Central Connecticut Man Enough Support Initiative and its founder William Fothergill established the Ebenezer D. Bassett Student Achievement Award to annually recognize CCSU male student who exemplify scholastic and personal excellence. This award also exists as a response to closing the gender achievement gap. The award has been given out on an annual basis for the past six years. In 2016, recipients were expanded to include students throughout the Connecticut State Colleges & Universities (CSCU) System.
- United States Secretary of State, Hillary Clinton, formally recognized Mr. Bassett for being the first African American to serve in a diplomatic State Department position. The speech was given on February 22, 2010.
- General Assembly State of Connecticut, through proclamation of the General Assembly, formally supports the commemoration of Mr. Bassett and his legacy to the State of Connecticut and Country. October 16, 2014
- U.S. Senator Christopher Murphy, Connecticut, through the act of citation, posthumously recognizes the service of Ebenezer D. Bassett. October 16, 2014
- Recognition of Ebenezer D. Bassett Day by Elizabeth H. Esty, U.S. Congresswomen 5th District, Connecticut. October 16, 2014.
- Citation presented by Central Connecticut State University President, Jack Miller on October 16, 2014 recognizing October 16th Annual Ebenezer D. Bassett Day on the CCSU campus.
- State Librarian, Kendall F. Wiggin, State of Connecticut State Library, formally supports commemoration of Ebenezer D. Bassett. October 16, 2014.
- Mayor Toni N. Harp, New Haven, through the act of proclamation, formally recognizes October 16th as Ebenezer D. Bassett Memorial Day. October 16, 2014
- Mayor Erin E. Stewart, New Britain, Connecticut, through the act of proclamation, formally recognizes October 16th as Ebenezer D. Bassett Memorial Day. October 14, 2014

- Mayor Anita Dugatto, Derby, Connecticut, through the act of proclamation, formally recognizes October 16th as Ebenezer D. Bassett Memorial Day. October 10, 2014
- Mayor Pedro E. Segarra and Court of Common Council, Hartford, Connecticut, through the act of proclamation, formally recognizes October 16th as Ebenezer D. Bassett Memorial Day. October 16, 2014
- Glenn Cassis, Executive Director, State of Connecticut African American Affairs Commission, on behalf of the Commission recognizes the commemoration of Ebenezer D. Bassett. October 16, 2014.
- Recognition of Ebenezer D. Bassett Day by Christopher Teal, Consul General, Nogales Mexico, September 2014
- In 2014, Central Connecticut State University's Office of Institutional Advancement and the Ebenezer D. Bassett Memorial Committee established the Ebenezer D. Bassett Scholarship and endowment to provide financial support to two students (i.e., undergraduate and (or) graduate students) that represent an underrepresented, non-traditional, underprivileged group, and/or who have demonstrated a financial need to meet educational expenses.
- Acting President, Dr. Phyllis Worthy Dawkins, Cheyney University, through the act of proclamation, formally recognizes October 16th as Ebenezer D. Bassett Memorial Day. October 14, 2014
- On November 2014, Congresswoman Rosa L. DeLauro (D-3) introduced [H.R.5702](#) — 113th Congress (2013-2014) the Ambassador Ebenezer D. Bassett Commemorative Stamp Act - Directs the Postmaster General to issue a commemorative postage stamp in honor of Ebenezer D. Bassett.
- In 2015, the Ebenezer D. Bassett Memorial Committee at Central Connecticut State University created the Ebenezer D. Bassett Humanitarian Award. Award. The Ebenezer D. Bassett Humanitarian Award was created to recognize outstanding individuals who are dedicated to improving the lives of people locally, nationally, and internationally. The award is given out bi-annually at the Ebenezer D. Bassett Day Ceremony. Recipients of the Humanitarian Award are individuals who have demonstrated the humanitarian spirit. Keynote speaker, Myra Burton, Bureau Chief for Africa and the Americas, U.S. Department of State.
- In 2014/2015, Ebenezer D. Bassett Memorial Committee submitted application to the Connecticut Freedom Trail to include Mr. Bassett (and host site) on the commissions registry. Application approved. Currently pending CCSU's decision on permanent location of the memorial site on the State University's campus.
- Sons of the American Revolution, Connecticut, formal letter recognizing Ebenezer D. Bassett Day and the statewide commemorative efforts. October 16, 2014

Ebenezer D. Bassett Memorial Project Proposal Bassett Disc

- The Amistad Committee, Inc. commemorated the contributions and life of U.S. Ambassador to Haiti, Ebenezer Bassett on September 12, 2015 in celebration of Freedom Trail Month.
- Ebenezer D. Bassett posthumously honored at the One Hundred Men of Color Gala. Held on October 2015 at the Bushnell Theater, Hartford, Connecticut.
- Mayor Pedro E. Segarra and Court of Common Council, City of Hartford, Connecticut honors Ebenezer D. Bassett with Official Citation. October 23, 2015
- Posthumously honored: Certificate of Special Congressional Recognition, Posthumous Service Citation honoring Ebenezer D. Bassett by Connecticut U.S. Congressperson, Elizabeth H. Esty. February 22, 2016.
- The Center for the Study of Race, Indigeneity, and Transnational Migration at Yale University established a new program, in recognition of Ebenezer D. Bassett, that will honor high school juniors from across the nation for their community service efforts. The first Yale Bassett Awards for Community Engagement will be given to members of the high school class of 2018 in the spring of 2017.
- Ebenezer D. Bassett Day 2016 (October 17, 2016). Various student groups and departments organized an event to celebrate Bassett's 183rd birthday and highlighted his legacy virtues. The event was attended by faculty, students, government officials, and formal remarks by Mr. Miguel Fraga, the First Secretary of Cuba (Washington DC Embassy).
- The CCSU Black Student Union in collaboration with the Africana Center and Student Activity & Leadership Development sponsored the Ebenezer D. Bassett Banquet on Wednesday, February 1, 2017
- The Man Enough Support Initiative hosts its 7th Annual *HEALTHYfellow*s Ebenezer D. Bassett Student Achievement Award Ceremony. The event was held on Wednesday, April 20, 2017.
- CCSU Alumni Association Awards program on Thursday, June 8 2017. Ebenezer D. Bassett was posthumously recognized by the CCSU Alumni Association.
- The Ebenezer D. Bassett Memorial Committee plans organizes the 4th Bassett Day celebration and Distinguished Humanitarian Award Ceremony. The day's events and Bassett Lecture series: "Examining Immigration and U.S. Foreign Policy (Christopher Teal, Consul General, Nogales Mexico) and "Voices of Civil Rights Lawyers: Reflections from the Deep South 1966-1980 (John Brittan, Attorney) was co-sponsored by several departments on campus. Event took place on October 16, 2017.

AUTHOR OF THE EBENEZER D. BASSETT SOCIAL SCIENCE HALL NAMING PROPOSAL

William Fothergill

Ebenezer D. Bassett Memorial Committee, Chairperson

Ebenezer D. Bassett Memorial Project Proposal Bassett Disc

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INFORMATION ITEM

CSCU – Metrics for Administrative Consolidation Savings

BACKGROUND

In December 2017 the Board approved targeted savings under the Students First strategic plan, including a set of initiatives involving administrative consolidation across all CSCU institutions and the system office.

The targets were updated and presented to the Board of Regents in February 2018 with revised timelines and expected completion timelines, included herein as **Attachment A**.

This report provides the metrics under which the system can determine whether the savings have been achieved as estimated within the fiscal year as presented.

CALCULATION OF METRICS

The savings estimates were originally computed and then updated based on FY17 actual spending.

In order to develop the metrics associated with the targeted savings, we began with FY17 spending and subtracted the estimated savings to arrive at the projected spending level. The metric therefore is to achieve that adjusted level of spending in the year that was committed to. The exception is projected headcount as a result of improved enrollment management practices, which is presented herein as a full-time equivalent headcount metric.

ANALYSIS

Attachment B shows the calculations used to measure the targeted spending level/headcount within the specified timeframe.

Attachment C is a summary of resulting metrics within the specific year in order to measure success of achieving the targets.

CONCLUSIONS

The metrics associated with achieving the Administrative Consolidation savings established under Students First are attached as **Attachment C**. Management believes that these targets are achievable within the time frames specified.

Savings Targeted for Administrative Consolidation in March 2017

Updated February 2018

Original Working Groups Summer 2016

<u>Area</u>	<u>Annual Savings</u>	<u>Description</u>
Branding/Marketing	-	Improve public perception
Compliance	-	Cost avoidance of non-compliance
Financial Aid	866,500	Reorganization - 10% savings
Human Resources	1,204,211	Streamline and eliminate duplication of efforts
Purchasing/Contracts	1,384,000	Better purchasing power; negotiate purchases
Recruitment and Retention	1,834,553	Improve enrollment and educate more residents
SUBTOTAL	5,289,264	

<u>Still Available</u>	<u>Comments</u>
NA	No fiscal impact calculated
NA	No fiscal impact calculated
No	Strategy retains all Financial Aid personnel
No	Consumed in College Consolidation
Yes	See below for update
Yes	Revenue improvement

Additional Items Identified in Fall 2017

<u>Area</u>	<u>Annual Savings</u>	<u>Description</u>
Facilities	2,977,628	5% from Facilities
IT Reduction	2,054,645	20% System Office IT Department
Purchasing/AR/AP Consolidation	1,311,694	5% from Administrative Services
Centralize IR, PR, GR	688,376	10% Department expenses
Internal Audit	543,480	100% Department Expenses
Admin Reduction	392,500	5 Administrative Assistants - System Office
SUBTOTAL	7,968,323	

<u>Still Available</u>	<u>Comments</u>
Yes	See below for update
Yes	See below for update
No	Consumed in College Consolidation
No	Consumed in College Consolidation
Yes	Completed
Yes	Completed

TOTAL TARGET	13,257,587
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Revised Targeted Savings

Updated Cost Savings Target

<u>Area</u>	<u>Annual Savings</u>	<u>Description</u>
Purchasing/Contracts	919,726	Better purchasing power; negotiate purchases
IT Reduction	3,465,295	Implementation of efficiencies
Facilities	2,453,074	Reduction of OT - Maintainers (Assumes 2.5% OT is acceptable)
Internal Audit	479,162	Restructured audit function
Admin Reduction	426,816	System Office reductions
Recruitment and Retention	1,834,553	Improve enrollment and educate more residents
SUBTOTAL	9,578,626	

<u>Estimated Timeframe</u>	<u>Comments</u>
2 - 3 years	2% savings of \$46M general spending
2 - 5 years	Includes fringe benefits
2 - 3 years	Normalizes use of overtime
done	Updated savings
done	Updated and includes Fringe Benefits
Yes	Revenue improvement

Additional Targeted Savings

<u>Area</u>	<u>Annual Savings</u>	<u>Description</u>
Additional Purchasing Savings	919,726	Share with Uconn/Uconn Health could increase purchasing power
IT Operating Costs	167,400	Reduction in cell phones maintained by System
IT Operating Costs	560,000	Reduction of printers/maintenance cost reduction
SUBTOTAL	1,647,126	

<u>Estimated Timeframe</u>	<u>Comments</u>
3 - 4 years	Additional 2% savings of \$46M general spending
1 - 2 years	45% of existing phones will be eliminated
2 - 3 years	Rationalize existing printer accommodations and modernize support

TOTAL TARGET IMPROVEMENTS	11,225,752	Non-duplicated Cost Reductions, Administrative Consolidation Strategy
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Summary of Administrative Consolidation Targeted Savings - Updated 10-3-18**Updated Cost Savings Target**

	<u>Area</u>	<u>Annual Savings</u>	<u>Description</u>	<u>Estimated Timeframe</u>	<u>Dependencies</u>
1	Purchasing/Contracts	919,726	Better purchasing power; negotiate purchases	2 - 3 years	Hire Purchasing Executive; implement Jaegger Software
2	IT Reduction	3,465,295	Implementation of efficiencies	2 - 5 years	Attrition/job protection under SEBAC ends
3	Facilities	2,453,074	Reduction of OT - Maintainers (Assumes 2.5% OT is acceptable)	2 - 3 years	Implement OT policy/attrition
4	Internal Audit	479,162	Restructured audit function	done	NA
5	Admin Reduction	426,816	System Office reductions	done	NA
6	Recruitment and Retention	1,834,553	Improve enrollment and educate more residents	3 - 4 years	Hire Enrollment Executive; best practices
7	Additional Purchasing Savings	919,726	Share with UConn/UConn Health could increase purchasing power	3 - 4 years	Coordinate with UConn after 1 above completed
8	IT Operating Costs	167,400	Reduction in cell phones maintained by System	1 - 2 years	Implement Policy
9	IT Operating Costs	560,000	Reduction of printers/maintenance cost reduction	2 - 3 years	Implement Policy
TOTAL TARGET IMPROVEMENTS		<u>11,225,752</u>	Non-duplicated Cost Reductions, Administrative Consolidation Strategy		

Items 1 & 7 Reduce cost of "Other/Other" spending by 2% at the Colleges & Universities via better purchasing practices, and additional 2% by coordinated commodity buys with UConn and UConn Health

"Other/Other" =

Total Costs
- Wages, Salaries
- Fringe Benefits
- Financial Aid/Waivers
- Debt Service
Subtotal
- Specific Items*
<u>Other/Other Spending</u>

	<u>CCC</u>	<u>CSU</u>	<u>Total Other</u>
Beginning Point FY17 (\$K)	13,619	32,367	45,986
2% savings by FY21	272	647	920
FY21 Other/Other <=	13,347	31,720	45,066
2% savings by FY22	272	647	920
FY22 Other/Other <=	13,074	31,072	44,147

Does not include implementation costs of approximately \$230K for purchasing executive salary and fringe benefits; software will be purchased using bond funds.

* Specific Items: Library and Equipment, Utilities, Food Services, Audit & Professional, IT Expenses, Insurance, Maintenance & Repairs, Security, Leases, Custodial & Hazardous Waste, Legal, Snow Removal

Item 2 Reduce System Office IT payroll and fringe benefit expenditures by \$3,465K by FY22

<u>Beginning Point FY17 (\$K)</u>	
Salaries	6,447
Fringe Rate	54%
Total Salaries & Fringe	<u>9,954</u>
Reduction	3,465
FY22 System Office IT Salaries & Fringes	<u>6,489</u>

Item 3 Reduce Overtime to achieve \$2,453K of savings by FY20

Beginning Point FY17 (\$K)	<u>CCC</u>	<u>CSU</u>	<u>Total</u>
Facilities Salaries & Fringes	15,231	44,322	59,553
4.12% Savings	627.37	1,826	2,453
Facilities Salaries & Fringes FY20	14,604	42,496	57,100

Item 4 NA - already completed. Saves CSCU \$552K per year, or \$479 per year net of implementation costs, achieving targeted savings.**Item 5 NA - already completed. Reduced System Office administrative assistants and combined jobs to save CSCU \$427K per year, exceeding target.**

Item 6 Recruitment and Retention Revenue enhancement of \$1,835K by FY21 (Mitigation of Negative Enrollment Trend)

	<u>CSCU</u>			
FY17 Tuition & Fees (Budget)	526,344,467			
Institutional Aid/Waivers	(67,706,301)			
Net Revenue	458,638,166			
CT HS Graduation Rate Decline	0.80%			Published by WICHE
Based upon FY17 Fall FTE Enrollment (Fall 2016)				
	<u>CSU</u>	<u>CCC</u>	<u>COSC</u>	<u>CSCU Total</u>
FY17 Enrollment	27,262	29,019	750	57,031
FY18 Decline	(218)	(232)	(6)	(456)
FY18 Projection	27,044	28,787	744	56,575
FY19 Decline	(216)	(230)	(6)	(453)
FY19 Projection	26,828	28,556	738	56,122
FY20 Decline	(215)	(228)	(6)	(449)
FY20 Projection	26,613	28,328	732	55,673
Improve FY20 by 50% of decline	107	114	3	224
FY20 Metric - FTE Headcount	26,721	28,442	735	55,898
Actual FY18 Enrollment	27,301	28,593	720	56,614
Actual FY19 Enrollment	27,099	27,709		55,576

Actual slightly better than projection
Actual is lower than projection

Item 8 NA - already completed. Reduced system cell phone expenses by \$104,956, achieving target of 28% cost reduction

Item 9 Reduction of printers/maintenance cost reduction by \$560,000

		<u>Current Spending</u>
CCSU		225.0
ECSU		225.0
SCSU		225.0
WCSU		<u>225.0</u>
CSUs		900.0
CCCs		1,236.0
Supplies		<u>100.0</u>
Total		2,236.0
Savings	25%	<u>559.0</u>
New Spend		<u>2,236.0</u>

Summary of Metrics to Measure Success of Administrative Consolidation Savings

<u>Item Number</u>	<u>Area</u>	<u>Annual Savings</u>	<u>Description of CSCU Account</u>		<u>Annual Spend Will Be</u>	<u>In Fiscal Year</u>
1	Purchasing/Contracts	919,726	CSCU Other/Other	< =	45,066,000	2021
7	Additional Purchasing Savings	919,726	CSCU Other/Other	< =	44,147,000	2022
2	IT Reduction	3,465,295	SO IT Salaries and Fringe Benefits	< =	6,489,000	2022
3	Facilities	2,453,074	CSCU Facilities Salaries and Fringe Benefits	< =	57,100,000	2020
4	Internal Audit	479,162	SO Internal Audit Department Costs		NA - Completed FY 2019	
5	Admin Reduction	426,816	System Office reductions		NA - Completed FY 2019	
8	IT Operating Costs	167,400	Cost of cell phone leases		NA - Completed FY 2019	
9	IT Operating Costs	560,000	Cost of CSCU printer maintenance and supplies		2,236,000	2021
					<u>Annual FTE Enrollment</u>	<u>In Fiscal Year</u>
6	Recruitment and Retention	1,834,553	Improve enrollment and educate more residents		55,898	2020

FY 2020 - FY 2029 DRAFT CSU 10-Year Capital Plan
November 19, 2018

Project Title (a)	Universities & Colleges	Priority	Total Estimated Project Cost	Authorized Funds	FY20-FY21 BIENNIUM		FUTURE FUNDING REQUESTS								10-Year Budget Totals
					FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	
College & University Program Funding															
Code Compliance/Infrastructure Improvements	Colleges	1	\$ 380,906,864		\$ 33,560,076	\$ 34,566,878	\$ 35,573,681	\$ 36,580,483	\$ 37,587,285	\$ 38,594,088	\$ 39,600,890	\$ 40,607,692	\$ 41,614,494	\$ 42,621,297	\$ 380,906,864
Asnuntuck Community College					\$ 2,612,235	\$ 2,690,602	\$ 2,768,969	\$ 2,847,336	\$ 2,925,703	\$ 3,004,070	\$ 3,082,437	\$ 3,160,804	\$ 3,239,171	\$ 3,317,538	\$ 29,648,865
Capital Community College					\$ 2,055,700	\$ 2,117,370	\$ 2,179,041	\$ 2,240,712	\$ 2,302,383	\$ 2,364,054	\$ 2,425,725	\$ 2,487,396	\$ 2,549,067	\$ 2,610,738	\$ 23,332,189
Gateway Community College					\$ 2,027,954	\$ 2,088,792	\$ 2,149,631	\$ 2,210,470	\$ 2,271,308	\$ 2,332,147	\$ 2,392,985	\$ 2,453,824	\$ 2,514,663	\$ 2,575,501	\$ 23,017,274
Housatonic Community College					\$ 2,499,514	\$ 2,574,499	\$ 2,649,485	\$ 2,724,470	\$ 2,799,456	\$ 2,874,441	\$ 2,949,426	\$ 3,024,412	\$ 3,099,397	\$ 3,174,383	\$ 28,369,483
Manchester Community College					\$ 3,120,134	\$ 3,213,738	\$ 3,307,342	\$ 3,400,946	\$ 3,494,550	\$ 3,588,154	\$ 3,681,758	\$ 3,775,362	\$ 3,868,966	\$ 3,962,570	\$ 35,413,516
Middlesex Community College					\$ 3,682,664	\$ 3,793,144	\$ 3,903,624	\$ 4,014,104	\$ 4,124,584	\$ 4,235,064	\$ 4,345,544	\$ 4,456,024	\$ 4,566,504	\$ 4,676,984	\$ 41,798,241
Naugatuck Valley Community College					\$ 4,901,462	\$ 5,048,506	\$ 5,195,550	\$ 5,342,594	\$ 5,489,638	\$ 5,636,682	\$ 5,783,725	\$ 5,930,769	\$ 6,077,813	\$ 6,224,857	\$ 55,631,596
Northwestern Community College					\$ 1,931,301	\$ 1,989,240	\$ 2,047,180	\$ 2,105,119	\$ 2,163,058	\$ 2,220,997	\$ 2,278,936	\$ 2,336,875	\$ 2,394,814	\$ 2,452,753	\$ 21,920,271
Norwalk Community College					\$ 4,101,192	\$ 4,224,228	\$ 4,347,264	\$ 4,470,300	\$ 4,593,335	\$ 4,716,371	\$ 4,839,407	\$ 4,962,443	\$ 5,085,478	\$ 5,208,514	\$ 46,548,532
Quinebaug Community College					\$ 1,859,604	\$ 1,915,392	\$ 1,971,180	\$ 2,026,968	\$ 2,082,756	\$ 2,138,544	\$ 2,194,332	\$ 2,250,120	\$ 2,305,908	\$ 2,361,697	\$ 21,106,500
Three Rivers Community College					\$ 1,986,464	\$ 2,046,058	\$ 2,105,652	\$ 2,165,246	\$ 2,224,840	\$ 2,284,434	\$ 2,344,028	\$ 2,403,622	\$ 2,463,216	\$ 2,522,809	\$ 22,546,368
Tunxis Community College					\$ 2,348,176	\$ 2,418,621	\$ 2,489,067	\$ 2,559,512	\$ 2,629,957	\$ 2,700,402	\$ 2,770,848	\$ 2,841,293	\$ 2,911,738	\$ 2,982,184	\$ 26,651,798
Charter Oak					\$ 121,432	\$ 125,075	\$ 128,718	\$ 132,361	\$ 136,004	\$ 139,647	\$ 143,290	\$ 146,933	\$ 150,576	\$ 154,219	\$ 1,378,254
System Offices					\$ 312,245	\$ 321,612	\$ 330,979	\$ 340,347	\$ 349,714	\$ 359,081	\$ 368,449	\$ 377,816	\$ 387,183	\$ 396,551	\$ 3,543,975
Code Compliance/Infrastructure Improvements	Universities	2	\$ 264,688,579		\$ 23,320,580	\$ 24,020,197	\$ 24,719,814	\$ 25,419,432	\$ 26,119,049	\$ 26,818,667	\$ 27,518,284	\$ 28,217,901	\$ 28,917,519	\$ 29,617,136	\$ 264,688,579
Central Connecticut State University					\$ 7,410,932	\$ 7,633,260	\$ 7,855,588	\$ 8,077,916	\$ 8,300,244	\$ 8,522,572	\$ 8,744,900	\$ 8,967,228	\$ 9,189,556	\$ 9,411,884	\$ 84,114,078
Eastern Connecticut State University					\$ 3,804,980	\$ 3,919,129	\$ 4,033,279	\$ 4,147,428	\$ 4,261,577	\$ 4,375,727	\$ 4,489,876	\$ 4,604,026	\$ 4,718,175	\$ 4,832,324	\$ 43,186,522
Southern Connecticut State University					\$ 6,321,010	\$ 6,510,640	\$ 6,700,270	\$ 6,889,901	\$ 7,079,531	\$ 7,269,161	\$ 7,458,792	\$ 7,648,422	\$ 7,838,052	\$ 8,027,682	\$ 71,743,461
Western Connecticut State University					\$ 5,783,658	\$ 5,957,168	\$ 6,130,677	\$ 6,304,187	\$ 6,477,697	\$ 6,651,207	\$ 6,824,716	\$ 6,998,226	\$ 7,171,736	\$ 7,345,246	\$ 65,644,517
Telecommunications Infrastructure Upgrade	System	3	\$ 58,750,000		\$ 11,500,000	\$ 3,750,000	\$ 5,000,000	\$ 5,125,000	\$ 5,250,000	\$ 5,375,000	\$ 5,500,000	\$ 5,625,000	\$ 5,750,000	\$ 5,875,000	\$ 58,750,000
Cisco Enterprise Licensing					\$ 2,500,000										\$ 2,500,000
Standard System Card Access System					\$ 2,000,000										\$ 2,000,000
Learning Management System					\$ 4,500,000										\$ 4,500,000
Hardware Replacement					\$ 500,000	\$ 500,000									\$ 1,000,000
Infrastructure Replacement					\$ 500,000	\$ 500,000									\$ 1,000,000
Estimated Future Annual Budget						\$ 2,000,000	\$ 5,000,000	\$ 5,125,000	\$ 5,250,000	\$ 5,375,000	\$ 5,500,000	\$ 5,625,000	\$ 5,750,000	\$ 5,875,000	\$ 45,500,000
Consolidating Purchasing Software					\$ 1,500,000	\$ 750,000									\$ 2,250,000
New & Replacement Equipment Program	Colleges	4	\$ 96,346,875		\$ 8,600,000	\$ 8,815,000	\$ 9,030,000	\$ 9,245,000	\$ 9,460,000	\$ 9,675,000	\$ 9,890,000	\$ 10,105,000	\$ 10,578,000	\$ 10,948,875	\$ 96,346,875
Charter Oak					\$ 600,000	\$ 615,000	\$ 630,000	\$ 645,000	\$ 660,000	\$ 675,000	\$ 690,000	\$ 705,000	\$ 738,000	\$ 763,875	\$ 6,721,875
Community Colleges					\$ 8,000,000	\$ 8,200,000	\$ 8,400,000	\$ 8,600,000	\$ 8,800,000	\$ 9,000,000	\$ 9,200,000	\$ 9,400,000	\$ 9,840,000	\$ 10,185,000	\$ 89,625,000
New & Replacement Equipment Program	Universities	5	\$ 134,437,500		\$ 12,000,000	\$ 12,300,000	\$ 12,600,000	\$ 12,900,000	\$ 13,200,000	\$ 13,500,000	\$ 13,800,000	\$ 14,100,000	\$ 14,760,000	\$ 15,277,500	\$ 134,437,500
Security Improvements Program	Colleges	6	\$ 5,000,000		\$ 2,500,000	\$ 2,500,000									\$ 5,000,000
Advanced Manufacturing Program	Colleges	7	\$ 33,609,375		\$ 3,000,000	\$ 3,075,000	\$ 3,150,000	\$ 3,225,000	\$ 3,300,000	\$ 3,375,000	\$ 3,450,000	\$ 3,525,000	\$ 3,690,000	\$ 3,819,375	\$ 33,609,375
Property Acquisition Program	System	8	\$ 7,500,000			\$ 2,500,000				\$ 2,500,000				\$ 2,500,000	\$ 7,500,000
College & University Infrastructure Improvement Programs Subtotals			\$ 981,239,193	\$ -	\$ 94,480,656	\$ 91,527,075	\$ 90,073,495	\$ 92,494,915	\$ 94,916,334	\$ 99,837,754	\$ 99,759,174	\$ 102,180,593	\$ 105,310,013	\$ 110,659,183	\$ 981,239,193
College Capital Project Funding															
Kinney Hall Renovations	Naugatuck	1	\$ 61,885,727		\$ 6,407,390		\$ 48,521,953	\$ 6,956,384							\$ 61,885,727
Long Wharf Development	Gateway	2	\$ 76,487,647		\$ 15,108,128		\$ 53,382,610	\$ 7,996,909							\$ 76,487,647

FY 2020 - FY 2029 DRAFT CSU 10-Year Capital Plan
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Project Title (a)	Universities & Colleges	Priority	Total Estimated Project Cost	Authorized Funds	FY20-FY21 BIENNIUM		FUTURE FUNDING REQUESTS								10-Year Budget Totals
					FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	
Renovations, Improvement - Phase 1	Asnuntuck	3	\$ 36,372,667	\$ 3,800,000		\$ 32,572,667									\$ 32,572,667
Campus ADA Improvements	Naugatuck	4	\$ 10,000,000	\$ 5,000,000	\$ 5,000,000										\$ 5,000,000
Wheaton & Snow Renovations	Middlesex	5	\$ 49,303,873	\$ 4,800,000		\$ 44,503,873									\$ 44,503,873
Greenwoods Hall Renovation	Northwestern	6	\$ 21,751,153	\$ 2,685,817	\$ 19,065,336										\$ 19,065,336
SSC Additions and Renovations Phase-1	Manchester	7	\$ 77,759,437			\$ 7,695,856		\$ 60,202,746	\$ 9,860,835						\$ 77,759,437
New Maintenance and Office Building	Quinebaug	8	\$ 4,019,888	\$ 476,088	\$ 3,543,800										\$ 3,543,800
Campus Window & Roof Replacement	Northwestern	9	\$ 2,000,000		\$ 2,000,000										\$ 2,000,000
Exterior Building Envelope Restoration	Capital	10	\$ 3,200,000		\$ 3,200,000										\$ 3,200,000
Campus Wide Facility Improvements	Norwalk	11	\$ 4,500,000		\$ 4,500,000										\$ 4,500,000
Renovations, Improvement - Phase 2	Asnuntuck	12	\$ 39,266,262					\$ 4,130,521	\$ 31,459,560	\$ 3,676,181					\$ 39,266,262
Lafayette Hall Renovations & Improvements	Housatonic	13	\$ 44,207,261							\$ 4,448,789		\$ 34,229,450	\$ 5,529,022		\$ 44,207,261
Renovate 100, 200 & 300 Buildings	Tunxis	14	\$ 47,251,980					\$ 5,068,775		\$ 37,495,500	\$ 4,687,705				\$ 47,251,980
Founders Hall Renovation & Site Improvements	Middlesex	15	\$ 17,879,899					\$ 1,875,615	\$ 16,004,284						\$ 17,879,899
Academic & Student Service Renovations	Three Rivers	16	\$ 9,441,065					\$ 1,160,304		\$ 8,280,761					\$ 9,441,065
Interior Renovations and Addition Phase I	Quinebaug	17	\$ 11,157,581							\$ 1,480,485		\$ 9,677,096			\$ 11,157,581
Eckstrom Hall Renovations	Naugatuck	18	\$ 103,476,250						\$ 9,867,871		\$ 84,881,735	\$ 8,726,644			\$ 103,476,250
LRC Additions & Renovations Phase-2	Manchester	19	\$ 93,953,505								\$ 9,402,982		\$ 75,178,110	\$ 9,372,413	\$ 93,953,505
Pedestrian Bridge	Norwalk	20	\$ 4,500,000							\$ 1,000,000		\$ 3,500,000			\$ 4,500,000
Founders Hall Renovations & Campus Improvements	Northwestern	21	\$ 25,007,467									\$ 2,788,043		\$ 22,219,424	\$ 25,007,467
A, S & L Building Renovations	Naugatuck	22	\$ 73,305,067									\$ 7,156,863		\$ 66,148,204	\$ 73,305,067
Auditorium	Quinebaug	23	\$ 2,500,000											\$ 2,500,000	\$ 2,500,000
College Capital Improvement Program Subtotals			\$ 819,226,729	\$ 16,761,905	\$ 58,824,654	\$ 84,772,396	\$ 101,904,563	\$ 87,391,254	\$ 67,192,550	\$ 56,381,716	\$ 98,972,422	\$ 66,078,096	\$ 80,707,132	\$ 100,240,041	\$ 802,464,824
University Capital Project Funding															
Auxiliary Service Projects	Universities	1	\$ 114,634,000		\$ 10,000,000	\$ 10,300,000	\$ 10,600,000	\$ 10,900,000	\$ 11,200,000	\$ 11,500,000	\$ 11,800,000	\$ 12,100,000	\$ 12,772,000	\$ 13,462,000	\$ 114,634,000
Moore Field House Mechanical/Electrical Renovations	Southern	2	\$ 9,243,804		\$ 1,633,578	\$ 7,610,227									\$ 9,243,804
Lyman Hall & Earl Hall Mechanical/Electrical & Facade Renovations	Southern	3	\$ 6,819,459		\$ 1,495,452	\$ 5,324,006									\$ 6,819,459
Campus-Wide Infrastructure Improvements	Western	4	\$ 9,000,000		\$ 3,000,000	\$ 6,000,000									\$ 9,000,000
Campus-Wide Infrastructure Improvements	Central	5	\$ 12,000,000		\$ 4,000,000	\$ 8,000,000									\$ 12,000,000

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Project Title (a)	Universities & Colleges	Priority	Total Estimated Project Cost	Authorized Funds	FY20-FY21 BIENNium		FUTURE FUNDING REQUESTS								10-Year Budget Totals
					FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	
Sports Center	Eastern	6	\$ 114,923,520		\$ 11,039,458		\$ 90,867,700	\$ 13,016,362							\$ 114,923,520
Plant Improvements - Phase 1	Eastern	7	\$ 12,471,614		\$ 3,710,000	\$ 8,761,614									\$ 12,471,614
University Energy Efficiency Program	Universities	8	\$ 20,900,000		\$ 5,000,000	\$ 5,150,000	\$ 5,300,000	\$ 5,450,000							\$ 20,900,000
Berkshire Hall Innovation Center	Western	9	\$ 52,500,344			\$ 5,606,318		\$ 40,970,423	\$ 5,923,603						\$ 52,500,344
Health & Wellness Center	Eastern	10	\$ 11,900,768		\$ 1,578,245	10,322,523									\$ 11,900,768
University Police Facility-Wintergreen Avenue	Southern	11	\$ 9,134,685			\$ 2,067,636		\$ 7,067,049							\$ 9,134,685
Wood Hall Renovations	Eastern	12	\$ 17,203,506		\$ 2,169,507	\$ 15,033,999									\$ 17,203,506
School of Education Building -Farnham Ave.	Southern	13	\$ 87,541,706					\$ 8,115,857		\$ 69,362,421	\$ 10,063,428				\$ 87,541,706
Stem Bulding - Phase 1	Central	14	\$ 66,751,802				\$ 6,393,640		\$ 53,505,894	\$ 6,852,268					\$ 66,751,802
Library & Web Renovations	Eastern	15	\$ 56,554,063							\$ 6,417,977		\$ 45,025,163	\$ 5,110,923		\$ 56,554,063
Midtown Campus Center Repurposing	Western	16	\$ 58,357,966						\$ 6,131,744		\$ 45,745,688	\$ 6,480,534			\$ 58,357,966
Davis Hall Renovations	Southern	17	\$ 30,412,504						\$ 3,604,471		\$ 23,251,592	\$ 3,556,441			\$ 30,412,504
Stem Building - Phase 2	Central	18	\$ 68,703,649					\$ 6,572,090		\$ 55,106,646	\$ 7,024,913				\$ 68,703,649
O'Neill Center Renovations (design)	Western	19	\$ 10,548,654											\$ 10,548,654	\$ 10,548,654
1,800 Vehicle Parking Garage	Central	20	\$ 92,916,860								\$ 7,752,628		\$ 85,164,232		\$ 92,916,860
Earl Hall Renovations	Southern	21	\$ 13,500,000									\$ 13,500,000			\$ 13,500,000
Morrill Hall Renovations	Southern	22	\$ 34,837,994						\$ 4,110,590		\$ 26,866,152	\$ 3,861,252			\$ 34,837,994
Fine Arts Building (Maloney Replacement)	Central	23	\$ 67,434,406									\$ 6,760,698		\$ 60,673,708	\$ 67,434,406
New W.S. Campus Business School & Classrooms	Western	24	\$ 104,261,765								\$ 11,264,113		\$ 81,847,718	\$ 11,149,934	\$ 104,261,765
Jennings Hall Renovations	Southern	25	\$ 65,393,849				\$ 7,363,524		\$ 50,125,747	\$ 7,904,578					\$ 65,393,849
Peltz Gym Replacement	Southern	26	\$ 47,211,630									\$ 4,583,396		\$ 42,628,234	\$ 47,211,630
New Academic Building (Design)	Eastern	27	\$ 12,000,000											\$ 12,000,000	\$ 12,000,000
Loop Road & Site Improvements	Eastern	28	\$ 8,247,096									\$ 8,247,096			\$ 8,247,096
University Capital Improvement Program Subtotals			\$ 1,215,405,644	\$ -	\$ 43,626,240	\$ 84,176,323	\$ 120,524,864	\$ 92,091,781	\$ 134,602,049	\$ 157,143,890	\$ 143,768,514	\$ 104,114,580	\$ 184,894,873	\$ 150,462,530	\$ 1,215,405,644
College & University Capital Improvement Program Totals			\$ 3,015,871,566	\$ 16,761,905	\$ 196,931,550	\$ 260,475,795	\$ 312,502,922	\$ 271,977,950	\$ 296,710,933	\$ 313,363,360	\$ 342,500,110	\$ 272,373,269	\$ 370,912,018	\$ 361,361,754	\$ 2,999,109,661

LEGEND	
Indicates minor capacity increase and/or a one to one facility replacement	
Indicates new capacity	

University budget reference	
Energy Efficiency	\$ 20,900,000
Auxiliary Service	\$ 114,634,000
CCSU	\$ 307,806,717
ECSU	\$ 233,300,567
SCSU	\$ 304,095,631
WCSU	\$ 234,668,729
	\$ 1,215,405,644

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Revised Course Privilege Benefits for Management & Confidential Professional Employees at the Community Colleges

WHEREAS, under the Board's existing Human Resources Policies, management and confidential professional employees at the community colleges receive course privileges that they can utilize only at any of the CSCU community colleges; and

WHEREAS, currently there is no policy that grants management and confidential professional employees a waiver of tuition and fees at the state universities, and

WHEREAS, until July 1, 2017, this benefit was substantially identical to the tuition waiver available to community college employees covered by collective bargaining agreements, and

WHEREAS, at the last round of contract negotiations, the Board and the three unions representing community college employees agreed to revise the course privileges benefit to be applied toward the cost of tuition and fees at both community colleges and state universities, and

WHEREAS, in the interests of equity and enhanced employee recruitment and retention, it is recommended that the course privileges benefit for management and confidential professional employees at the community colleges be aligned with the benefit available to community college employees covered by a collective bargaining agreement, now, therefore, be it

RESOLVED, that effective January 1, 2019, Section 6.9 of the Human Resources Policies for Management & Confidential Employees is hereby amended in accordance with the attachment to this Resolution.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

Section 6.9 Course Privileges

System Office

Subject to the approval of the College or University offering the instruction, a full-time non-temporary System Office employee hired under these policies or their spouse and unmarried dependents under the age of 25 may take courses ~~only~~ at either the Community Colleges or the State Universities on a space available basis without payment of tuition. Upon making an election of either university or college, System Office employees may not change their election. System Office employees hired prior to the adoption of this policy shall be allowed course privileges in accordance with the policy that was previously in effect for their respective employer.

Community Colleges and State Universities

Full-time non-temporary Community College employees or their spouses and unmarried dependents under the age of 25 may take courses ~~[only]~~ at any of the colleges or universities with the exception of Charter Oak State College.

Effective January 1, 2019, full-time non-temporary Community College employees or their spouses and unmarried dependents under the age of 25 may apply the cash value of their community college in-state tuition and fees to universities throughout the CSCU System with the exception of Charter Oak State College. The cash value of a Community College tuition and fee waiver will equate to the total number of registered credit hours. The maximum cash value per semester will equate to a full-time load of twelve (12) or more credit hours. The cash value equivalent for Community College tuition and fee waivers will be adjusted to align with changes in community college in-state tuition and fees.

The cash value of the Community College tuition and fee waiver can be applied to graduate level courses for those Community College employees, their spouses, and dependents who are academically eligible for graduate classes.

Full-time non-temporary State University employees or their spouses and unmarried dependents under the age of 25 may take courses only at any of the state universities.

If attending a state university the following fees may be waived: State University Fee or General University Fee for full-time students and Extension Fee and Registration Fee for part-time students. If attending a community college the following fees may be waived: application fee, program enrollment fee, college services fee and student activity fee. Course privileges do not include waivers for credit extension course work.

Charter Oak

Full-time Charter Oak employees may take one free course per calendar year at Charter Oak State College.

The course privileges above may be granted provided that participation in courses does not interfere with the employee's professional obligations. This benefit shall also be available to the above-mentioned spouse and dependents surviving a deceased employee (death having occurred on or after July 1, 1990, during the employee's active service) who had accumulated ten (10) years of State service.

ITEM

Revising the course privileges benefit for management & confidential professional employees at the community colleges.

BACKGROUND

Under the Board's existing Human Resources Policies, management and confidential professional employees at the community colleges receive course privileges that they can utilize only at the community colleges; this waiver of tuition and fees cannot be applied at the state universities. Until July 1, 2017, this benefit was substantially identical to the tuition waiver available to community college employees covered by collective bargaining agreements.

At the last round of contract negotiations, the Board and the three unions representing community college employees agreed to revise the course privileges benefit so that it could be applied towards the cost of tuition and fees at the state universities. Specifically, the new provision stipulates that employees may utilize the cash value of their community college benefit towards the cost of tuition and fees at the state universities. Generally speaking, the value of the community college benefit covers roughly 40% of the cost of tuition and fees at the universities.

One consequence of this bargained contractual change is that a differentiated tuition waiver benefit resulted between represented employees and non-represented management and professional confidential employees.

RECOMMENDATION

In the interests of equity and good conscience, along with the belief that recruitment and retention efforts will be enhanced, it is recommended that the course privileges benefit for management and confidential professional employees at the community colleges be aligned with the benefit available to community college employees covered by a collective bargaining agreement. The CSCU President concurs with this recommendation.

11/28/2018 – BOR Human Resources & Administration Committee
12/13/2018 – Board of Regents